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The AMERICAN TEACHER

DEMOCRACY IN EDUCATION EDUCATION FOR DEMOCRACY

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Labor and the Public Schools

If the public school system as you know it may be said to have any special beginning, such beginning may be found back yonder in carpenter's hall in Philadelphia, in mechanic's hall in Boston and the trade unions throughout Massachusetts and the East when the workers joined hands with each other and held up the right arm of Horace Mann as he fought the battle for public education. You are, therefore, allied with a movement which holds the public school system and the public school teacher dearest to its heart, a movement whose support is not subject to the whims of politics but stands by year after year ready to strike in defense of the rights of the teacher in the class room.

—Jerome Jones.

Organ of the American Federation of Teachers

In Two Parts—Part I

JUNE, 1931

VOL. XV. No. 9



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Volume XV, No. 9

JUNE, 1931

Two Dollars a Year

A Message to New Teachers

By Jerome Jones

I am delighted to learn that the new teachers are joining the local Teachers' Association and thereby affiliating themselves with the labor union movement. It is my opinion and my expectation that as you grow in your experience as a teacher you will grow in your knowledge and appreciation of and your devotion to the union movement. Whatever may have been your immediate motives, whatever may have been the primary impulses leading you to join the teachers' union, I can assure you that you are joining whatever force you have to one of the staunchest friends that the teaching profession possesses.

The American Federation of Labor has been from its very beginning a strong defender of the public school teacher and a persistent advocate of better salary and teaching conditions. Tenure of position, for instance, is fundamentally a union principle. The union realized from the very beginning the fact that without security of position there can be no efficient service, that there can be, in fact, no position at all. Even before the teachers realized this to the extent of organizing themselves as a union the Federation of Labor was advocating the principle.

The union movement has shown its friendship in another very practical way. It has constantly used its influence toward stabilizing the public school system so that the teacher in the classroom and the child would be free from the uncertainties surrounding political changes. The principle of the divorcement of public schools from politics and the setting up of the schools as an institution and as a function absolutely apart and above political considerations has been in the labor platform for more than fifty years.

If you would like to go further back into history, as indeed you may have done already, you will find that the public school system today in its very inception as well as in its development

and present status is indebted very vitally to the trade union. Go back of the beginning of our public schools, back to the time when we had the so-called "free" or "charity" schools, back when the "respectable and well-to-do" thought it a social sin to send their children to the public schools and you will find trade unions passing resolutions demanding a system of public schools supported by taxation and open to all on an equal basis.

. If the public school system as you know it may be said to have any special beginning, such beginning may be found back yonder in carpenter's hall in Philadelphia, in mechanic's hall in Boston and the trade unions throughout Massachusetts and the east, when the workers joined hands with each other and held up the right arm of Horace Mann as he fought the battle for public education. You are, therefore, allied with a movement which holds the public school system and the public school teacher dearest to its heart, a movement whose support is not subject to the whims of politics but stands by year after year ready to strike in defense of the rights of the teacher in the class room.

Teachers and children are reaping daily the very material advantages which have come to them as a result of an alliance with the Federation of Trades.

Much remains to be accomplished. The teacher has not yet reached the point where she can render her best service, where she can work with her children in freedom and satisfaction.

The forces opposing adequate expenditures for public school purposes are just as persistent and apparently as strong as ever. They may be retreating but they are seeking to burn every bridge behind them if thereby they may handicap even to the slightest extent the march of public education. May I assure you as you face the future

and its problems that the union movement not only here in Atlanta but throughout the nation is organized and mobilized to help you.

Not only are you joined to a movement which has been the very life of public education, not only are you affiliated with an organization which offers to you the very highest opportunities for your own advancement professionally but an organization which represents the overwhelming majority of the parents of the children you teach. It is generally agreed that no teacher can do her best work unless she has some knowledge and understanding of the homes from which her children come and unless she shows some interest in and sympathy with these homes. By your membership in the Teachers' Association you express at once that interest and appreciation. Your contacts with the members of the local unions in their meetings and the contacts which you will make in your own local will give you abundant opportunity for discovering the ideals and aspirations that struggle in the minds of the parents of your children and that motivate their home life. The union movement represents directly and indirectly ninety per cent of the homes of your children. There is not another single organ-

ization anywhere possessing a unified, coordinated and cooperative purpose as does the union movement. Let no one belittle your move, let no one despise the action you have taken.

The trade union interested itself early in public education not for the teacher's sake primarily but for the sake of the children and the perpetuation of our American institutions. If our institutions of democracy are to survive and even function as institutions of democracy the child as an individual and as a future leader must receive that consideration. It is no selfish devotion, therefore, but a patriotic one having for its purpose the perpetuation of what we hold dearest to our national security and what we hold necessary to our national progress and, most of all, to the child, the one not only nearest our heart but "fresher from the hand of God". We join hands with you and welcome you as you join hands with us, therefore, because you represent the movement which means most to us.

The union movement needs your help, your advice, your leadership and your high professional standards. We look to you not only to guide the feet of the children as they tread the paths of knowledge but to guide us as we seek to aid you in your worthy endeavor.

Jerome Jones—An Appreciation

By James P. Barron

When organized labor is mentioned in Atlanta all think at once of the one who has to the largest degree been responsible for the splendid progress which has been made in Atlanta in the past twenty-five years in the organization of the workers under the American Federation of Labor, and in the promulgation of the principles of labor. As an official in the Typographical Union, as an official for many years and as President of the Atlanta Federation of Trades, and as Editor of the Journal of Labor, Jerome Jones has helped to guide the destinies of labor in Atlanta and Georgia so successfully that he has become a national figure. To his constructive leadership is due largely the fact that no civic undertaking is considered in Atlanta which does not have the support of organized labor. The wise and constructive advice of Mr. Jones is sought by many high officials in the city and state, and during the World War he was chosen

as a special representative of President Wilson in the South.

One of the dreams which he cherished for many years, and more than any other person helped to bring to a reality, was the organization of the Atlanta public school teachers under the banner of the American Federation of Teachers. Mr. Jones has always realized and stressed the importance of public education as the hope of the workers, and his keen insight led to the conclusion that the best education could not be had under teachers who lacked freedom in their work. The knowledge too that teachers who had assumed a place in the ranks with other organized crafts would be a more socially-minded group and would have a more sympathetic understanding of the children of workers added to his zeal for such a step on the part of the teachers. For years the Journal of Labor had been pleading the cause of the teachers and had been

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fighting, sometimes single-handed, for the rights of the children. So when conditions reached a crisis following the World War the teachers were ready to accept the advice of a proved friend to take a step which has meant much to themselves and to the cause of education in Atlanta.

To a large degree the success of Local 89 has been due to the wise counsel and unfailing assistance of Mr. Jones. Always ready and willing to give of his time and energies to the leaders of the organization he has never in any way attempted to direct their activities except as his advice was sought and accepted. When disaster has threatened the schools or when threats have been made against teacher salaries his voice was the first to be raised in protest. He has spoken so soundly and with such unmistakable emphasis that the daily press has invariably joined in the protest and the rights of the children and the teachers have been protected. The welfare of the schools has always had the largest amount of space in the editorial columns of the Journal of Labor, and the Federation of Trades has made these editorials the basis of their stand in regard to the Atlanta school system. No wonder that the teachers have such a warm appreciation and a deep affection for one who has given of himself so willingly and so unselfishly in their behalf.

Certainly Mr. Jones is one of Atlanta's most widely respected and beloved citizens. Not only is his advice sought and followed by those in the ranks of organized labor and those in civic life but by the leaders of industry as well. To his unfailing wisdom and to his keen appreciation and understanding of human nature is due the peaceful settlement of many industrial disputes. Indeed any community is fortunate to have in its midst one who can see clearly the weakness of individuals and yet so to appeal to the best in them that they rise above their frailties and contribute splendidly to the progress of the labor movement. It is a wonderful influence to have in a recognized leader one who has reached a mature age with such a clear vision, such a wholesome philosophy of life, such an understanding insight into human nature, and such courage fearlessly to champion the right regardless of what the opposition may be.

In appreciation of all the splendid services of Mr. Jones to the children and teachers of Atlanta the members of Local 89 feel that this Southern number of the American Teacher would be incomplete without this evidence of our love and esteem and an expression of our hope for many more years of such invaluable assistance from him, our counsellor and beloved friend.

Is the Teacher a Citizen?

By W. J. Scott, Atlanta Local 89

Conditions and events in different parts of the country seem to indicate that the type of citizenship conceded to teachers is of a strange anomalous type.

All over the nation teachers have been told to keep out of politics, out of economic questions, out of religious questions, even out of questions pertaining to their own business, education of the nation's children, and, perhaps, most frequently, they have been told how they must conduct themselves personally in the community. I sat as a visitor in a class in Rural Education in a teacher-training school and heard the professor of education advising college seniors in a fatherly tone that county superintendents are within their rights when they restrict the personal habits of county school teachers, even in matters of dress, "dates", and social conduct.

Teachers in many communities of the nation have lost their positions because they have expressed themselves on current political, economic, and religious questions. In a great city in the rich Northwest, teachers who dared to organize a professional association and to affiliate with a national organization that they thought would help them raise the standards of the profession in their community, were compelled to relinquish their membership. Teachers in Georgia last year waited weeks for their salaries and were accused of lobbying in the halls of the Georgia State Legislature last summer when the secretary of their state organization was active in trying to secure remedial action from that body. Teachers becoming lobbyists! What sacrilege! What sacrilege! Rules of boards of education in scores of communities prohibit the marriage of women

teachers on penalty of loss of position. Marriage—a social evil among teachers! These and other restrictions prevail, tending to make the lives of America's teachers abnormal, devitalized existences.

If the teachers are not entitled to a status that is comparable to that of other members of social order, on what grounds can this condition be justified? If they have a normal citizenship standing, are the teachers the only ones to benefit by the privilege? Does the work of the teacher have some peculiar characteristics that make it unwise for him to participate in the same rights of citizenship as any other member of the community? Should a teacher participate in controversial questions that arise in the community? If so, to what extent? If not, why not? Does the principle of free speech apply to the teacher as well as to other members of the community family? Or does some singular trait of his professional life disqualify him for this privilege that has been the wing-power of progress for centuries passed? These are some of the principles involved, and we pass now to a consideration of them.

The chief objection to teacher-activity as a citizen seems to be in the matter of their rights to participate in matters of a controversial nature. Let us consider this aspect of the question and see how the teacher fits in. A defining of our terms seems to be the first consideration. Just what kind of question is a controversial question? Chafee in his book on Freedom of Speech defines a controversial question as a "conflict between two vital principles." Dr. Meiklejohn in his book on the Liberal College defines a controversial matter as one "concerning which reasonable men differ". In the former statement, it seems to the writer, that the word "vital" is the key word; in the latter, the word "reasonable". If the question applies to an individual only, then it is vital only to that individual; if the principle is one that affects the communal life, then it is vital to the members of the community, and they are concerned in the conflict. If the mayor comes to his office wearing a gaudy yellow tie, there is nothing vital about it except his right to wear whatever kind of tie his taste dictates. If it has been learned, however, that the mayor has just signed a bill providing for

the sale of the city waterworks to a private corporation, the matter is of vital concern to the public and is fit subject for a reasonable controversy.

There are from time to time arising in every community questions that are of vital importance to the welfare of the social group. Should teachers participate in them? Are teachers reasonable people? Surely there is no one who would say that teachers should not be reasonable folks. A study of the preparation of teachers in a professional way should give us some light on his point.

A large part of the teachers of the country are graduates of liberal colleges, and certain it is that the vast majority of them have had contact with men and women as teachers and trainers who have a liberal education, and it would be expected that they have come to feel some of the influences of a liberal education. It would seem proper, then, in this paper, to consider the qualities of that type of training called liberal, and how it shapes the attitudes and ideals of its subjects. Quoting Dr. Meiklejohn again, we note two essential parts of a liberal education: 1. "The student should become acquainted with the fundamental motives and purposes and beliefs, which clearly and unclearly recognized, underlie all human experience and bind it together. He should see and appreciate what is intended, what accomplished, and what left undone by such institutions as property, the courts, the family, the church, the mill. 2. Our college curriculum should be arranged and our instruction so devised that its vital connection with the living of men should be obvious to an undergraduate." We see, then, that the advantage that the liberally educated individual has over the illiberal is that the former can see life with all its integrating factors, understand the thoughts and emotional tendencies of his fellowmen, and discipline himself to put "learning at the helm of life" and not be swept into imprudent action by inclination, intolerance, and personal interest. The liberal mind can discern the proper relationship that should exist between the various elements in society and perceive the whole in all of its parts. He has learned that truth is seldom, if ever, all inclusive, and that most opinions and truisms are only fragmentary. One so trained is thus able to comprehend the wisdom of tolerance and ap

precipitate the prudence of respect for the opinions and feelings of others. Society needs nothing so much as it needs integration. The life of the community and of the nation needs to be integrated if it is to enjoy the state of well-being that is as necessary to national development as it is to the growth of individuals.

What is the source of this integrating influence? "If learning is to be the guide of life", says Dr. Meiklejohn, "it must be one, not many. Learning is criticism; it is interpretation. Criticism is the bringing together of separate things to find out their relations. It is the calling to account of this and that in terms of that and this. It is the finding of principles that run through and bind them together, making them one. Learning interprets them, gives them meaning, makes out of them a scheme of life, a system of knowledge which one can understand and use". Granting that in the liberal colleges such conditions exist that make teaching free, we can safely say that the student would learn by means of analysis and comparison those factors that have contributed most to human development.

Having provided the college student with this type of training, what should society expect him to do with it? The statement of the college graduate whose trunk accidentally fell into a river while he was returning home is all too often true. Reflecting over the fact that his trunk contained all of his college notebooks, he moaned: "There goes all of my college education". Shall society say to him what my colonel said to a group of his officers who had been detailed to attend an army school? "Here are your orders," he said, "to report to Camp Blank for a four-week course in tactics. You have to go; but, remember, when you return to the regiment, I shall expect you to forget all you have learned there". Shall society say to its teacher-students, "All right, go ahead to college and get a liberal education—study the sciences that will give you an understanding of human relationships and human experiences, train your minds to think straight, honestly, and without fear—but, remember, when you come back you must forget all you have learned."

Or should society say "Here are our members to whom we have given extraordinary opportuni-

ty to develop social usefulness; of them we have a right to expect that they shall give back to society in full measure the benefits they have received"?

Is there any thing in the work of a teacher for which this social participation will unfit him? Does this freedom to make his contribution to the social order as a citizen affect his value in the classroom? Is the teacher a worse teacher because of this freedom? On the contrary. John Dewey has led us to believe that the teacher must bring the world to the schoolroom, and only to the extent that he does this is his classroom activities worthwhile. It is evident that the teacher cannot perform this important duty if society insulates him from the vitalizing currents that full activity in civic life engenders. How vital can a social science teacher make his subject if he live as a hermit? How well can the literature teacher inspire his students with the passions of the great literary geniuses if he seclude himself from the full stream of life that flows eternally by his door? We know that the most dynamic teachers in the history of the world realized that they could be a better friend to man by going into his market places, mingling with him, learning of his aspirations, his difficulties, his yearnings. Let modern teachers follow their example, and the dull classroom will be electrified with interest and intrinsic learning. The possibilities of concomitant learning in the school room will be multiplied a hundred-fold, because the teacher himself will have learned concomitantly many-fold by virtue of his living a rich and abundant life in the midst of his fellowmen. For the sake of the nation, for the sake of progress, bring the world into the classroom; but, let us remember that the teacher cannot bring the atmosphere of the world if he voluntarily or involuntarily live in a social vacuum.

"For freedom, we know, is a thing we have to conquer afresh for ourselves, every day, like love; and we are always losing freedom, just as we are always losing love, because, after each victory, we think we can now settle down and enjoy it without further struggle . . . The battle for freedom is never done, and the field never quiet."

Henry W. Nevins: *Essays in Freedom*.

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FLORENCE CURTIS HANSON

LUCIE W. ALLEN

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The Fallacy of Numbers

In promoting an organization for the purpose of advancing a significant social program the members of such a group need to keep in mind the fact that their program, the reason for the group existence, is of greater importance to the organization than is the size of its membership. A small group advocating social conditions that shall be characterized by an intelligent and lively interest in truth and justice and general well-being, can make that program felt throughout all the social order if the group is of the right caliber. Persistent effort in holding an ideal aloft in practice and persuasion will bring that ideal eventually to the time "when its hour has come" regardless of whether a large number of people may or may not have previously professed allegiance.

The American Federation of Teachers has always been a group of this type, and its members and locals would do well to examine continually and to re-examine their program and their methods of advancing their program to see wherein weakness may be eliminated and effectiveness increased.

This emphasis on the program of an organization is not by way of minimizing the importance of a growing and increasing membership as a means of promoting a social program. A large membership is all to the good provided it represents the program at work and not in abeyance. The point we are trying to make is that no organization can be better than its living, working program, that size cannot take the place of purpose. Moreover, if appreciation of the purpose is allowed to drag an increasing membership neglected may become itself, through inertia, an obstacle to the promotion of the program.

Another consideration that must not be ignored by such a group is that recognition because of numbers and the implied power therein cannot have the social value that comes through the challenge that a worthy program makes to the best that is in a people.

The program of such an organization must keep in the lead in its own field and must be abreast of the best among its environmental contemporaries. Assuming to analyze and appraise the past and the present, and undertaking to help to determine what the future shall be, the American Federation of Teachers in its active

program must make its appeal to the best as regards the thought and interest, the spirit and courage of that portion of the population from which it proposes to draw its membership. Should the organization cease to enlist the support of such its contribution would have become fined and limited, even though its days were as yet far from numbered. There must ever be an atmosphere friendly to the cultivation of that vision and courage that go into the making of leadership for an advancing social order, and no group needs more to safeguard its resources in this respect than do teachers.

MARY C. BARKER, Local 89,
*President of American
Federation of Teachers.*

Young Voters and Old Policies

Under this caption the Chicago Daily News recently published an editorial to which the AMERICAN TEACHER invites your attention. We feel like saying ALL EDUCATIONAL JOURNALS PLEASE COPY.

The American Federation of Teachers from its incipency has stood for Academic Freedom, the right of pupils to study present day problems, to know both sides of controversial questions and to think for themselves. It is heartening to hear the sounds of other divisions wheeling into line beside us.

Robert H. Lucas, executive director of the republican national committee, complains that the tendencies of young men and young women are away from conservatism. The schools and colleges, he asserts, are teaching radical and utopian doctrines. Consequently the republican party has difficulty in getting its fair share of the new voters.

Mr. Lucas appears to have no hope of reforming the educational institutions of the land. Therefore he recommends that some new and effective approach be made to American youth. The nature of the approach which might serve he does not indicate.

The assumption that all radical teaching is wrong and hopelessly impracticable, while standpatism is right and sane, vitiates Mr. Lucas' argument. It is the duty of educators to be progressive, since truth is progress. It is the prerogative of youth to think radically, to question and analyze, to demand explanations of social evils and maladjustments. Without radical thinking there can be little advancement. Without sincere efforts at eradication of existing abuses society would drift into revolution and chaos.

Mr. Lucas sweepingly attacks what he calls internationalism, free trade and nonpartisan politics. That is pure Babbitry. The world needs more internationalism, not less; freer trade, not higher tariff walls;

increasing independence in politics, not gullible acceptance of evasive and often hypocritical party platforms.

On such grave questions as unemployment, world peace, reduction of armaments, governmental efficiency, sound methods of taxation and civil liberty the world will have to think radically, since present and past conditions will not serve humanity's needs. Shallow optimism may suit the so-called practical politicians; it will not satisfy those persons—young or old—who think distinterestedly and who desire to advance the cause of justice and humanity.

—Chicago Daily News.

An Important Review

A book recently published by the University of Minnesota Press is reviewed in our book section. We urge you to give it careful consideration. The book is a study of the effects of size of classes on pupil progress. It will be eagerly accepted and broadly quoted, we dare say, by those who will welcome it as a justification of the reputed economy of the large class.

The American Federation of Teachers is eager for practical, genuinely scientific investigation of educational problems, but we feel that our reviewer makes some valuable criticisms of this study.

Friends of A. F. T.

The business friends of the A. F. T. who advertise in the AMERICAN TEACHER expect the friends of the organization to prove their friendship by their support of the advertised product. The loyal member and true friend does patronize and does boost our business friends.

We frequently are told that teachers do not stick together, that they do not patronize or purchase the product of the advertiser who is friendly to the organized teachers. With our better knowledge of the facts we can only deny the allegations and assert our faith in the solidarity and loyalty of our membership.

We insist and maintain that there is a larger percentage of members of the A. F. T. who live up to their principles than any other similar group of human beings.

With these thoughts in mind, we are again urging our readers to patronize and to do everything possible to further the business of those business men whose advertising appears on our pages.

Patronize them yourselves.

Tell your friends about them. Always mention the AMERICAN TEACHER.

Report of Education Committee Georgia Federation of Labor

Submitted at State Convention, April 16, 1931

The Committee on Education appointed as a standing committee wishes to submit its report under the following heads:

I Practical work done.

In planning the outline of procedure for the year, your committee had in mind, first, the necessity of arousing our own local organizations to the need of great concern for equal educational advantages and, second, impressing the candidates up for election with the fact that organized Labor is taking cognizance of the condition of education in Georgia and will demand improvement through proper legislation and a fair and honest management of money rightfully belonging to the schools of Georgia.

Accordingly a questionnaire (attached below) was sent to each Central Body to be filled out by the secretary asking information about condition of school buildings, length of school year, enforcement of compulsory school law, financial support of schools, salaries of teachers, method of electing teachers, and political entanglements of schools.

A letter and questionnaire were then sent to 110 candidates for state public office. Our letter pointed out the fact that for 1926 there still remained an unpaid balance of over one and a half million dollars and for 1929 that all appropriations had been paid except the appropriations for common schools. Also that 110 counties out of 161 had to close schools before completing their term and as a result 100,000 children were turned out of school without completing their grades.

The answers to questionnaires to candidates which we have on file pledges the support of about 89 successful candidates to support better school program with prompt payment of school appropriations.

During the Extraordinary Session of Legislature your committee chairman was in frequent attendance in both the Legislature and the Senate but it did not seem best for the ultimate good of our cause to advocate any particular bill for raising money for schools owing to the unfortunate cross wire of political alignments, but your

chairman did endeavor to point out to various legislative members the tragic condition of schools of Georgia.

II Need for Upholding Education in Georgia.

The present time has factors terrifically at work to undermine the democracy on which our country is founded. The invention of machines that supplant human labor and the merging of business which reduces the number of employes, these two factors produce unemployment unless we distribute leisure fairly among all occupations. Unless unemployment is effectively combated, our democracy is at an end. Education is our only hope. You cannot give a man his freedom—you can only give him the means of freeing himself. Leisure should be fairly distributed. Leisure will become idleness unless there is training for culture to guide it.

We believe that education should be not only along vocational and technical lines but that it should also be along the lines of the cultural subjects, Latin, modern languages, history, science, etc. The vocational fits the boy or girl to make a successful living, the cultural fits a boy or girl to make a successful life. The cultural should always receive the greater emphasis—the vocational should receive stress when occasion demands. Your committee recommends the insistence upon equal educational opportunities throughout the State. There is abroad in our land much hue and cry for economy in schools. As a nation for every dollar we spend for education we spend \$2.61 for chewing gum, theaters, and similar items. Are we investing too much in education? Also, the very people who cry "Economy, Economy in Schools" are themselves sending their sons and daughters to the best schools and colleges in the land. They wish that others may be dealt with economically that they may have affluent means for their own children. We, as a committee, recommend that each delegate return to his local with the firm determination to fight to the finish a successful battle for equal educational opportunities. The question is not, can we afford good schools? The question is, can we afford not to have good schools?

A quotation from the Mississippi Educational Advance, Sept., 1922 states:

There is a book called "Who's Who in America." This book contains the names of those persons who are well known because of their good works. The person who cannot read and write has one chance in 150,000 to get his name in this book; the grammar school graduate one in 4,250; the high school graduate one in 1,600; the college graduate one in 180; the honor student one in three. Does education pay? Our committee recommends that each delegate here present shall think carefully upon the matter of his personal debt to the next generation and that he determine within himself to provide for that obligation as seriously as any other debt of honor and of fine obligation. We urge that every delegate here urge all boys and girls of school age to devote themselves to education as the only safe investment against thralldom of the future.

Your committee, Mr. Chairman, has reason to believe that our compulsory education law is in some sections of the state a mere farce. Child labor is more prevalent in the South than anywhere in the country. Georgia has 88,934 child laborers. Mississippi ranks highest in this nefarious practice, Georgia second. Georgia is one of ten states with the lowest school attendance. Georgia is ranked third from the lowest in literacy. You see the connection: child labor causes non-attendance in school; non-attendance in school causes illiteracy; illiteracy causes crime, and a wreckage of human lives. Mr. Chairman, your committee recommends that all possible influence that organized labor can muster be thrown to support our compulsory school attendance law.

When we sift down to the bottom of reasons for inadequate educational opportunities we find: (1) Inadequate measures for school funds and (2) unfair machinery for distributing the funds received. To consider the first point: Georgia's school funds are secured from the Treasury by apportionment and that treasury is never very wealthy because of allocations to other sources. An exception to this plan was by the act of 1927 in which an increase in gasoline tax of $\frac{1}{2}$ was allocated to schools. Also, by a similar act of 1927 a one cent tax on kerosene was voted to be credited to equalization fund.

In 1929 an income tax was levied by Legislature, presumably for the purpose of relieving the school situation. Did you hear of any relief? Was not a special session of Legislature called to pay teachers and to relieve the state eleemosynary institution? What did the Legislature do to aid schools? Nothing. They spent \$200,000 to support themselves during 100 days of ineffectual dilly dallying. Another income tax law was passed at the special call which while we may criticize it in some points should yield increased revenue to the state. We recommend that each delegate return to his local imbued with the idea of demanding a fair deal in school money by seeing that school apportionments should be paid before other claims, or at least at the same time other claims are paid.

III. Recommendations for an Educational Program for Georgia.

We are submitting to the Convention for consideration a program which our Committee recommends for adoption.

1. Enforcement of compulsory attendance laws.
2. Prompt payment of teachers' salaries.
3. Salaries of teachers commensurate with the services they render.
4. Establishment of teacher tenure laws to render teachers free from political favoritism.
5. Provision for old age pensions for teachers.
6. Higher standards for teaching profession be required.
7. Adoption of free text books.
8. The use of school grounds and school buildings for improving community life, and especially for adult education.
9. Legislative measures to provide more money for schools—by appropriation or by allocation.
10. An equable distribution of funds received, so that no County may be favored over any other County, and no school in a county over any other school in that county.

Respectfully submitted,

ALLIE MANN, *Chairman*,
H. C. CAMP,
J. E. BERNHARDT,
W. C. JEFFRIES,
L. B. HERRING,
TOM STRICKLAND.

Some Aspects of the Teaching Load in Memphis

By Carlotta Pittman, Local 52 •

The facts and figures presented in this article were obtained and compiled from a survey of the white schools made in November, 1930. Three of the four high schools all four junior high schools, and all elementary schools except those recently taken into the city from the county are included in the report. At present writing we believe there is little change in numbers or conditions. The mid-term shifting normally increases the size of some classes and diminishes that of others. The following committee from the Memphis Teachers' Association participated in the survey:

Janie Armistead, Rozelle School.
Lidie M. Carr, Leath School.
Elizabeth E. Dix, Central High School.
Susie Johnson, Humes Junior High School.
Jennie May, Lauderdale School.
Maria L. Mosby, Riverside School.
Vivian Poindexter, President Local 52, Merrill School.

Carlotta Pittman, Chairman, Rozelle School.

Our report covers the following points, although in a few instances complete replies to the questionnaires to elementary teachers were not received: Maximum number taught in one class, minimum number, median; number and length of recesses, number and length of rest periods. We made no attempt to study the physical aspects of schoolrooms or schoolhouses.

The teaching load has recently been the subject of searching investigation and deep study by organizations and groups of teachers all over the country. Although reports in many cases pronounce the load to be too heavy for the most effective teaching, so far as we can learn comparatively little has been done to lighten it. We have not much knowledge, however, of conditions outside of Memphis.

A definition of the term, teaching load, must include many things—the number of pupils taught, the number of teaching periods per day and per week, rest periods, the amount of outside work necessitated by the subject taught, the amount of extra-curricular work, and last, but far from least, the amount of clerical work

required. To these essentials we may well add certain physical aspects of the schoolroom and the schoolhouse. The convenience and adequacy of seating arrangements, the space per pupil in a room, and the adequacy or inadequacy of a restroom for teachers, are at least contributing factors in determining the teaching load.

In 1929 a partial survey was made by the Memphis Teachers' Association of overcrowding in the schools and a report given on the schools studied. Since that time Memphis has passed the 250,000 mark in population, has taken in a number of county schools, and has built one new elementary and one new junior high school. These schools have somewhat relieved the congestion in the schools from which they have drawn their pupils.

High Schools

According to the Association of Colleges and Secondary Schools of the Southern States, no high school teacher should teach "more than 750 pupil periods per week." Those teachers carrying the maximum load in our high schools may overstep this boundary line. However, they all come within the limit of an average number of 30 in a class. Although some classes contain more than 30, the average is preserved, because, according to our information, no teacher has a number of pupils exceeding 180 per day.

These are the figures for three of our four high schools.

Maximum number taught by one teacher per day	176
Average maximum (three schools)	171
Median taught in one class	27
Maximum taught in one class	33
Minimum taught in one class	9

<i>Rest Periods</i>	<i>No.</i>	<i>Length</i>
Maximum number	2	45 min.
Minimum number	1	45 min.

We do not possess information concerning the amount of outside work, extra curricular activities, and clerical work of the high school teachers, but we do know their teaching load is enormously increased by these factors.

Junior High Schools

Our report from the four junior schools is complete, although the information is given in the form used by the elementary instead of the high schools. It is interesting to note the increase over the high schools in numbers and teaching periods. No association of colleges dictates standards on this plane of school life.

Maximum number taught in one class.....52
Minimum number taught in one class.....16
Median number taught in one class.....33

<i>Rest Periods</i>	<i>No.</i>	<i>Length</i>
Maximum number	1	45 min.
Minimum number	1	42 min.

Junior high school teachers teach 7 periods per day. The length of their lunch period varies from 22 to 30 minutes. With a median of 33 and 7 teaching periods per day, they are carrying an average load of 221 pupils per day. In one of these schools the maximum number taught per day per teacher was 416. Another number given the committee was 316. A large majority of the teachers in this school taught over 200 pupils daily, and at least 9 taught over 250. These figures, however, great as they may seem in comparison with those of the high schools, sink into insignificance when we descend to the third great division in our school system—the elementary schools.

The Elementary Schools

Since the completion of our fourth junior high school last fall most of the elementary schools have but six grades. They constitute, of course, a large majority of the school population, and we sometimes wonder why this majority should be so large when compulsory school attendance up to the age of 17 is in effect in Memphis.

Unless the Association of Colleges and Secondary Schools of the South errs seriously in its judgment that 30 is the maximum number for effective teaching in the high schools, or unless pupils in the first six grades require far less individual instruction and attention than pupils of high school age, the classes in our elementary schools are too large.

An expert curriculum maker has said, "Childhood is not a vestibule through which we pass into adulthood. It is an intrinsic room in the mansion of life." If so, why then is not a full share of time and attention the birthright of every child?

The following figures speak for themselves. Most of them represent the number in one class taught in all subjects all day by one teacher, although in a few schools there are special music and art teachers.

Maximum number taught in one class.....59
Minimum taught in one class.....24
Median taught in one class.....39

<i>Rest periods</i>	<i>No.</i>	<i>Length</i>
Maximum number	1	45 min.
Minimum number	0	0 min.
Length of noon recess.....		30 to 45 min.

A majority of schools have a 30, 40, or 45 minute lunch period. Only two of which we know have an hour. Because there is greater uniformity in the size of classes and length of recesses and rest periods in the high and junior high schools, the maxima, minima, and medians in those tables are more representative. In one elementary school the maximum number taught by one teacher was 65, the median, 44, and the minimum 41.

One teacher writes with her report, "The 7 rest periods per week belong to those teachers having 11 different classes during the week—425 different children or more—an irregular program." Another school reports a 30 minute rest period every other day for some teachers. So far as our information on this point goes a rest period for elementary teachers is exceptional. "No rest period for any teacher," was the report from most of the schools.

In addition to their other duties many teachers report "yard duty," "recess duty," and "service in the school cafeteria."

Local 52, in which senior and junior high school teachers are united with elementary teachers in a common bond, is looking forward to the discussion of teaching load at the convention. It is also eagerly awaiting, with teachers all over the country, some definite reports and rulings on teaching load by those in authority. So far as we know the American Federation of Teachers is the only organization which has taken a stand on numbers in classrooms. Whatever the solution which is worked out, the thought of the welfare of the child must be dominant, and the child's welfare and the teacher's are inseparable.

GROUP DISABILITY INSURANCE

By Alga Reeves, Local 52

Just three years ago the Memphis Teachers Association decided to enter the field of Group Disability Insurance. To that end the president appointed a committee to investigate the available contracts and make recommendations to the organization.

After several months of diligent research the committee was unable to find a contract to which it could subscribe. Hence it was agreed to draft one containing the desired items of protection and have it tailored to fit the needs of the Association.

It was eagerly desired that our contract should have the merit of simplicity—simplicity in its items of protection, and simplicity in the filing and settling of claims. That this was achieved has been demonstrated by two and one-half years of satisfactory experience.

The elimination of all technicalities has been a joy not only to the claimants but also to their attending physicians. We regard this as invaluable, because in disability insurance it is essential that all who participate in the settlement of claims work together understandingly, and therefore harmoniously.

We are now much beyond the experimental stage in the use of our protection. It has functioned well and brought messages of good cheer to many of our ill and injured.

During the time that our contract has been in force, there has been an annual increase in our number of insured. This is because the broad coverage offered has become better understood and because the members of our Association have become more enlightened on the subject of insurance.

There are still those who are not in our insurance group because they are slow to grasp the idea of protection. They do not realize the extent to which they hazard their earning power, which is undeniably one's most valuable asset. Why then should any one not protect himself against loss of salary during a period of disability?

The strongest weapons that could be found have always been used for self-protection and for the protection and the preservation of homes.

Among the satest, the most modern, and the most humanitarian of weapons is group disability insurance.

When one has met disaster, what is to be prized more than the sense of security one feels in knowing that each week a certified check will be received? Certainly, it eliminates the reproachful and poignant If—

Looking at the question from every point of view only serves to strengthen and confirm the argument in favor of disability insurance for teachers. Those who are in active touch with the benefits that have resulted from the contract sponsored by our organization, feel that it is a piece of welfare work that is very worthwhile. As a twin sister, we are happy to welcome our newly organized Credit Union.

MEMPHIS TEACHERS ASSOCIATION CREDIT UNION

A direct result of the A. F. of T. convention in Memphis last summer was an awakened interest in the matter of credit unions.

Letters from National headquarters and from officials of Credit Unions in St. Paul and Detroit showed credit unions in those cities as in others in successful operation. At the March meeting of the Memphis Teachers' Association, Mr. B. B. Barnes, president of the Federal Employés Credit Union of Memphis made a very helpful talk on the subject and answered questions. All this resulted in the formation of a credit union for members of Local 52 with twenty-six signifying a desire to belong to the new organization. As soon as the charter and other official papers were received, a meeting was called for the election of officers and directors. This done, all felt that a progressive step had been taken, helpful to the teachers as well as to the Association.

We hope for a slow, steady growth and have every reason to expect it. Like all new enterprises, the Credit Union idea must be "sold" to many members of the Association. This takes patience and intensive work on the part of the officers and all interested. Once the Credit Union is started, no group is more open-minded than the teachers as to the value of the Credit Union, both as an aid to thrift and a help in time of need.

Elizabeth E. Dix.

REFLECTIONS

It is amazing that there are still people who do not realize the need of organization, of tenure, and of adequate retirement and pension funds for teachers. More astounding yet is the fact that there are some teachers who are ignorant or apathetic on the subject. Teachers' organizations there have been for years untold, and if they are controlled by a small group of politicians, as is sometimes the case, or if they are utterly unable to do aught but discuss problems without the power to carry out in practice their conclusions, it is not surprising that an indifferent, sometimes a supine attitude, may exist among the teaching force. Teachers can be the most fearless, resolute, indefatigable workers for a principle, or they may be fearful, vacillating, and spasmodic in their efforts. When, however, teachers are banded together for the purpose of "mutual assistance and co-operation," in order "to obtain for them all the rights to which they are entitled," "to raise the standard of the teaching profession by securing the conditions essential to the best professional service," and "to promote such a democratization of the schools as will enable them better to equip their pupils to take their places in the industrial, social, and political life of the community," then the goal is eminently desirable. Then, too, the pathway is sufficiently rugged to attract and hold those, and only those, who are thoroughly alive, men and women who find a thrill in battling, if need arise, for an idea or a principle, who rejoice in achievement but never attain to complacency.

To have accomplished within the short period of fifteen years as much toward making teachers unafraid men and women, and to have unfolded in a degree what an atmosphere of freedom and self-respect can mean, is no small part of the great service for which we are in debt to the American Federation of Teachers.

To Local 52, the year 1931 has brought some keen disappointments and some high spots of joyous attainment. We had hoped for a Tenure bill and a more adequate Teachers' Retirement and Pension bill before the close of the Legislature. Progress has been made along both lines. Barriers are breaking down. Objections plainly stated are less antagonistic than blanket rejection of an entire plan. Co-operation has been

promised by some of the administrative officers. A fuller understanding of the actual problem and the realization that each local must work out its own salvation will result in stronger building for the future. The next two years are a challenge which will be buoyantly and vigorously answered.

One of the achievements of Local 52 this year has been the establishing of our publication, "The Teachers' Forum." One feature of its distribution was the sending of copies of the two issues to teachers in Nashville and Jackson, and to the State Convention of Labor meeting in Jackson in May.

The Pacific Coast number of "The American Teacher" reveals anew in striking clearness the fact that no matter what part of the country we may own for our workshop, our problems as "teachers and workers of the community—upon whom the future teachers of democracy must depend" are practically the same. Wherever located the various locals find the same foes from without to fight and the same or similar difficulties to contend with from within. Few locals can claim unique situations. We heartily rejoice in the progress reported in this last stimulating copy of our official publication and congratulate our co-workers of the Pacific Coast.

Mary V. Little.

TOGETHERNESS

Stand off by yourself in your dreaming,
And all of your dreams are vain;
No grandeur of soul or spirit
Can man by himself attain.
It is willed we shall dwell as brothers;
As brothers then we must toil;
We must act with a common purpose
As we work in a common soil.
And each who would see accomplished
The dreams that he's proud to own,
Must strive for the good of his fellows,
For no man can do it alone.

—Patchwork, Boston,

WHAT THEY THINK OF US

Editor of The American Teacher:

As a statistician I arise against the graph on the cover of your April issue. Whose dollar? Where were the figures obtained?

Otherwise an interesting number. Glad the credit union is up again. HORACE B. DAVIS

Washington Local Makes Plea for More Teachers

Teachers Union of Washington, D. C., Local 8

On March 16, 1931 the Board of Education of Washington, D. C. held its annual Joint Conference on Public School Needs. With various other civic bodies the Teachers Union of Washington, D. C., Local 8, was invited to attend the Conference. As the work of the teachers in the various departments of the Washington schools is yearly growing heavier and more burdensome, the Union asked the Board of Education for more teachers. Following are the pleas made by Union representatives at this meeting. In addition formal briefs giving statistics were filed with the Board of Education.

MRS. EDNA ELLIS HILTON FOR THE ELEMENTARY SCHOOLS

Teachers are interested in guiding and helping the children of today to grow into splendid citizens of tomorrow. Their responsibility is to develop in boys and girls character of high type, to train their minds and to help to make their bodies strong and vigorous. This, in itself, is a big task in this modern age.

The teacher is trained to work with flesh and blood—not statistics, and deplors the fact that her time and energy are used for many things which do not assist her in helping the child. Too much valuable time and vitality are wasted on meaningless records. Too much of her day is spent at a desk copying facts, worthless, as far as the growth of the child is concerned. By count, there are more than 32 types of clerical work, which require from 3 minutes to 3 hours to do. This means a great loss to children. The school has taken over many extra activities and has not decreased the teaching duties—rather increased them. It is a matter of arithmetic. A human being has just so much time and energy. If this power is divided among activities, each activity gets only a fractional amount of consideration. Teaching should be the job of the teacher. When you make her a clerk, you weaken the efficiency of the school system and the children and community suffer. She is highly trained for teaching. Why waste her on clerical jobs? Let clerks do the clerical work, (it is cheaper in the long run) if the school wishes to incorporate the numerous activities that now satiate us.

Give the teacher time to think! She is summoned here, there, everywhere, for all kinds of meetings which are often a waste of time and energy. She is crammed with lectures, suggestions, and orders, and has no time to digest, assimilate, and react to all that she hears. It is a kind of stuffing! There is little good derived from the many meetings. Each directing official considers only her own problems, and little realizes that many other officials are also demanding of the teachers the same meetings, another kind of response, their time, their energy. There is little vitality left to prepare work efficiently—it goes in an endless round of extra activities. The school day is interrupted often by notices of this and that. School life is hectic—hurried—slurred over—. There is little peace, calm, relaxation, leisure, because of the tremendous demands upon the teacher which keep her over-fatigued, often ill, unhappy, restless, and discontented. She meets her children tired out. She hurries and scurries through the day, then attends meetings afternoon and night,—some days with not a moment's let up in twelve long hours. So we beg of you—"Give the teacher time to think—to relax."

The teacher must be a college student and study continually. Imagine her power of concentration in class after struggling through the days just described. Would it not be better for her to study her own problems in the class room and have time to work them out, than to be stuffed with theories and isms that often do not work? Do not measure a teacher's ability by the initials after her name. Teachers are often born—not made.

Teachers are asked to supervise playgrounds. With every minute filled with teaching, except those taken out for interruptions, a teacher is asked to give up part of her recess periods, to watch playground activities. This is unwise, she needs moments of rest during the day, and when deprived of them the teaching and the children suffer.

Teachers are called into conference with agents of charity organizations, school doctors, nurses and parents, and valuable teaching time is lost

to many because of the problems of a few. A school welfare worker could handle this phase of school life.

A teacher is called upon by grim necessity to mother children. Imagine a child trying to live a school day through on a cup of coffee and clothed in garments made for summer wear,—sometimes with undergarments missing. Cold, hungry children cannot concentrate and learn well. They often come to the teacher with toothaches, sores, disease, undernourished, illtreated, abused and cowed. It is difficult to help these children today—there is no time for them. But if something is not done now, they will be social problems tomorrow. A teacher welfare worker should look after the physical needs and defects of these needy children and keep a close check on them, not a superficial one. The teacher can then give to them spiritual hope, sympathy, encouragement, a new lease on life, if she is given time to do so.

The teacher is a business manager and must take all care of supplies and equipment, keeping a stock sheet and inventory. She is held responsible for all things used by her children in her room. Let a clerk take care of this and save the teacher's time and energy for teaching.

The teacher is a city guide and is expected to take children on field trips to see places in relation to their work such as the Museum, Zoo, Capitol, a dairy, a farm. She is expected to walk blocks to a moving picture theatre for lessons in Visual Education.

The teacher must be a civic leader, participating in worthwhile community activities. She is supposed to work enthusiastically in the Parent Teacher Association and improve the connection between home and school,—attending meetings at night or after school hours.

The teacher must be a writer. She is encouraged and urged to write articles for educational magazines, bulletins and other professional influences.

And last and most important, the teacher is expected to teach in the classroom, efficiently, cheerfully, successfully. She is required to develop boys and girls into finer, stronger individuals and to make her class room a happy, inspirational, environment.

And so we teachers wish to say, "Give us time to teach, to think, to breathe, to develop boys

and girls into strong men and women with splendid characters, fine minds, well trained and vigorous bodies—so that tomorrow they may carry on.

If we are to have time to teach, to think, we must not be required to be clerks, college students, playground supervisors, welfare workers, mothers, business managers, city guides, magazine writers and civic leaders. Give us extra workers for this extra work.

MRS. ELIZABETH DRAPER, VICE-PRESIDENT OF LOCAL 8, FOR THE JUNIOR HIGH SCHOOL

In presenting a plea for additional teachers in the junior high school, the Teachers Union calls attention to two important aspects of junior high school organization. The first is the type of child to be taught, and the second includes the aims and functions of junior high schools in general. The adolescent pupil is passing through the critical and formative period so far as his present and after life are concerned.

The aims of junior high schools as laid down by Dr. Koos in his book *The American Secondary Education* are: (1) civic—social—moral responsibility, (2) recreational and aesthetic participation and appreciation, (3) occupational efficiency and, (4) physical efficiency. The functions include (1) achieving a democratic secondary education, (2) recognizing individual differences, (3) providing for exploration and guidance, (4) recognizing the adolescent nature of pupils, (5) imparting knowledge and skills in the fundamental processes and (6) fostering transfer of training.

With the above accepted as fundamental, the service of each junior high school teacher is fourfold. Such service comprises the instructional phase, the student welfare phase, the socialization phase and the phase of professional advance.

Under the instructional phase are listed planning of school work, organization of material, testing and marking of the pupil, and teaching of classes.

In the student welfare phase are vocational guidance, educational guidance, character training, training for wise use of leisure, handling of the problem child, clinic classes or cases, and coaching backward children.

The socialization phase includes many of the extra-curricular activities such as student government organization, clubs of all sorts, assemblies, school paper activities, parties for various occasions, dramatic productions, and graduation programs.

Under professional advance may be grouped faculty meetings, institute meetings, subject department meetings, college classes and preparation, meetings for making courses of study, and text book committees.

The above does not include the heavy amount of clerical work done by junior high school teachers.

Because all junior high teachers are supposed to share in this fourfold service to the pupil, no special effort has been made to determine how long the teacher's day is and for how long a period the teacher can carry several pieces of work concomitantly with fairness to the pupil, the school or to himself.

Several recommendations are made in order to focus the attention of school officials on the problem. The first asks for the appointment of enough teachers so that there is one free period of forty minutes for each junior high school teacher every day. The second advises making a study of extra-curricular activities in order to determine which are worth developing; discard those which are not justified and slow down the rapid pace at which the junior high school is moving. The third recommendation suggests adding the worthwhile extra-curricular activities to the pupil's program and including them in the teacher's plan of activities in order to obtain a truer picture of a teacher's working day. The fourth asks for credit for study hall assignments on the teacher's working day, for much supervised study is not only desirable but actually takes place.

**MARY C. DENT, PRESIDENT OF LOCAL 8,
FOR THE SENIOR HIGH SCHOOLS**

The Teachers Union of Washington, D. C., respectfully petitions the Board of Education to ask for additional senior high school teachers in the appropriations for 1932-33.

We make this request because the work of the teachers of the senior high schools is yearly becoming heavier and, because of the increased

work with no extra teachers provided, the efficiency of the teacher is being seriously impaired and the energy of the teacher, whose real business is to teach, is consumed in various tasks which, if they are considered of sufficient value to be in the school programs, should be carried out by an adequate force of teachers. In addition, there is a vast amount of clerical work which has to be performed by high school teachers, much of which could be equally well performed by clerks on a lower salary scale than the teachers.

While it is true that the figures of the teacher load of the senior high schools of Washington would appear to be low, these figures represent only a portion of the teacher load. They are based on formal class instruction only, besides which the teacher has study hall assignments, section periods, and various other lines of work. In computing these figures which represent an average, only the numbers of pupils taught during the day in formal classes are shown. Thus it can readily be seen that while a teacher may, as in some cases, teach three actual classes in the day and the rest of his time be spent in program making, vocational guidance, school publications, dramatics, college entrance work, etc., this teacher's actual teaching load, though in reality very heavy, would show a relatively low pupil hour load, and in the averaging of the teaching loads, help to pull down the figures for the city.

A teacher may have a study hall with supervision of as many as a hundred pupils, or as in many cases, he may have two such study halls. In figuring his teacher load no credit is given for study hall assignments, though a heavy study hall assignment, requiring, as it does, close supervision, carrying out of supervised study, and maintenance of discipline is an assignment which should properly be reckoned as teacher load.

Teachers have section room assignments which involve keeping the section periods, periods which require the closest supervision. In addition a section room means a vast amount of clerical work. These assignments are not counted in figuring teacher load.

In the individual teacher's load as now computed, participation in extra curricular activities, whether in school time or after school time, is

not counted. A teacher may, in addition to his regular class work, stay hours after school coaching dramatics or working on stage settings for plays. Teachers who are faculty advisers, for sororities and fraternities have to attend night meeting of these organizations. Teachers in some cases give up a large part of their Saturdays chaperoning hikes and other kindred student activities. No credit for this type of work is given in the individual teacher's load.

Because of the nature of shop equipment and the nature of shop work itself, the shop classes and classes in domestic art and science are small,

far smaller than the academic classes. This is true also of the classes in the natural sciences. Here again these relatively light teacher loads pull down the figures for the city.

After school laboratory periods and after school typing classes also are not counted in the teacher's load.

In other words, as modern educational tendencies force more and varied activities into the schools placing on them a heavier responsibility, the individual teacher's load measured by the old fashioned standard appears to grow less and less, while actually it is growing heavier.

THE IDEAL TEACHER

By Nell Owen, Local 52

"You are", the order came, "to feature
The attributes of the ideal teacher".
(Voice from gallery, "There's no such creature.")
"Her perfect qualities rehearse.
And—yes, we want this done in verse."
(Voice from gallery—a smothered curse.)

My muse, unwooded for many years,
And timidly approached with fears,
Benignly melted to my need
And sent to me her favorite steed;
So, giving Pegasus a wallop,
I dashed away at sprightly gallop.

Drawing rein at far Utopia,
The Ideal Teacher's habitat,
I snuffed ambrosial breezes that
Only made my Peggy dopier—
The bumpy motion of my steed
Is quite apparent as you read—
(Voice from gallery, in a squawk,
"Get off the horse, you boob, and walk!")

"Utopian tourists need a guide",
A mellow voice spoke at my side,
"The season's slack; I've just been fired;
The wife and kiddies . . ." "Enough! You're hired!
Now, lead me by the shortest cut,
To the Ideal Teacher's simple hut.
I'm sent to get an interview,
I'd like to make a talkie, too;
Or if Utopia has a mike,
She can tell the world just what she's like."

"But won't this sudden interest, stranger,
Go to our schoolma'am's head and change 'er?"

"Oh, here in Utopia she may be
Prophet without honor in her own countree,
But down on the earth, in the grime and soil,
They've crowned her the fair-haired queen of toil.

There are Boards of Education,
All through our broad, bright land,
Who invoke her shining presence
To stand at their right hand.

There are hordes of earnest teachers,
In this land of libertee,
Who moil and sweat and labor
To become ideal as she.

In the name of the great Minerva, whence
Comes this lady's intelligence?
That mind, unbiased and profound,
Of wisdom deep and judgment sound?
How does she keep that brow serene,
'Mid the shrieking whirl of the modern scene?
How emerge refreshed from the daily bout,
That frazzles other teachers out?
How does she make of flaming youth
Loyal devotees of Truth?
(She comes out in a statement, signed,
That Modern Youth is much maligned.)
Where obtain the strength to impart,
Aside from the strength of the pure in heart,
Instruction unto forty and 'leven
Just as easily as to seven?

From the vice of gossip utterly free,
That sin well known, alas, to me;
Self long since purged on a funeral pyre,
She works for love and not for hire;
Properly meek to the Powers That Be,
Unwavering in her loyalty;
Striking beauty of form and face,
Radiant health and elfin grace,
Setting the senses in a whirl,
Oh, take me to the darling girl!
I long to see this lovely creature,
Oh, lead me to the Ideal Teacher!"

"I can't, because, last week, by gollies,
She went and signed up with the Follies."

The Fulton County Teachers Association

Mrs. R. T. Aderhold, Secretary, Savannah Local 183.

Twelve Months Salaries

1931 will long be remembered by the teachers of Fulton County as the year they were given twelve months salaries, after seemingly fruitless effort and endless waiting.

While the salaries of the teachers of the Fulton County system have been increased by the present administration in a most considerate way, not until this year has provision been made for a twelve months salary schedule. Prior to this time salaries were on an eleven months basis.

Our Local petitioned the school authorities before the beginning of the school year to add, if possible, the twelfth month's salary.

The aid of the Federation of Trades was enlisted in an effort to secure an appropriation from the Commissioners to provide for the extra payment. As a result the appropriation was secured and for the first time in the history of the system, salaries will be paid for twelve months.

Group Insurance

A few years ago it would have seemed a wild and visionary thing for teachers to have their own Group Insurance, providing them liability and death benefits. In fact it has been only a few years that any insurance at all has been provided for women.

Don't say this can't be done, for it has been done, by the Fulton County teachers, and has succeeded so well that it requires very little solicitation to enlist new teachers coming into the system, for this cause.

At present we have one hundred and seventy-two teachers insured. The total number insured since the beginning is two hundred and thirteen. Only forty-one have dropped it—and most of these because they left the system. The dividend declared for 1931 was five hundred sixty-six dollars and seven cents (\$566.07).

We have had no casualties so far. Now isn't this a record?

Miss Addie Cash, an elementary principal, graciously acts as Insurance Secretary for the Association. Her work is greatly appreciated.

Credit Union

Our latest activity, I might say, our youngest

child, is the Credit Union, and like a fond Mother's feeling for her baby is our pride in this movement.

Credit for the work goes unquestionably, to our young men High School teachers, who, feeling the need and knowing the service to be rendered by such a movement, sponsored this whole heartedly.

William O. Speer, Head of the Commercial department of one of our High Schools, voluntarily gives every Wednesday afternoon of his time to the necessary clerical work. He is ably assisted by C. W. O'Rear, teacher of Mathematics in High School.

In December this Credit Union was incorporated and has already proved that it will be of material benefit to a large number of teachers. More than 50% of the teachers had enrolled as members by the end of April. The lack of banking credit had sent many teachers to high interest companies and it is hoped that the Credit Union will relieve this condition. Also co-operation buying as a group is planned. One company has already issued courtesy cards to the members granting them a substantial reduction in the price of gasoline. Our superintendent and the board of education heartily endorse the movement.

Emergency Relief Work

Fulton Teachers realizing the benefits that have come to them through their affiliation with Organized Labor, and in a spirit of deep appreciation for past efforts in our behalf, voluntarily contributed a certain per cent of their December salaries, so that some Christmas cheer might be brought to many homes of Federated Labor, where there was acute suffering for the necessities of life owing to the financial depression. A considerable amount of money was contributed and was carefully distributed to more than one hundred families. In most of our schools, this entire winter, welfare committees composed of the teachers, generously giving of their time and money, have been kept busy providing hot lunches, clothing, shoes and fuel to destitute children in their midst.

The Challenge of the Future *Secure Tenure*

We believe that secure tenure in return for efficient service is a primary essential in the growth of the teaching profession. The greatest enemy of service is fear and insecurity. No teacher can give his best to the children when in danger of having his professional household moved into the street. Teachers are public servants and are as much entitled to the safe guards of tenure and retirement as is the soldier and the sailor. The life of the teacher roots deep in the hearts of the children, and of utmost importance is the genuine identification of the teachers with the child and the community in which he lives.

Fulton County teachers, feeling that the time is ripe to work for security of position, have appointed a strong committee of workers, who in conjunction with other Fulton County employees, The Atlanta school teachers and the Dekalb County school teachers have employed the services of a competent lawyer to advise them in the preparation of such bills as are necessary to be presented to the Georgia Legislature in their 1931 session in June.

Teacher Retirement

The problem of the aged school teacher is fast becoming a major consideration. Society is going to be called upon to give more attention to those who have passed beyond the age of self support. One encouraging evidence of this is the fact that the governors of thirteen states in recent messages to the legislatures discussed this problem, most of them making definite recommendations.

As our people become more socially minded, as they become more human and less mechanical in their thinking, as they stress personal values more, we will find the community more and more willing to provide that those who, after long years of service in the community are unable longer to care for themselves, are taken care of in a tender, dignified manner. Naturally there will be objections. Cries of socialism and paternalism will be raised, but these will find a diminishing echo in the minds of the people as a whole.

It will take long, patient, individual and collective effort for people generally to be led to appreciate these issues, but in this need alone is a challenge to every teacher in Local 183, and I believe that they will be able to find a way around every obstacle.

HIGH PRESSURE

By Carlotta Pittman, Local 52

"What is this A.F.T. movement?"

Asked the brand new teacher one day.

"Just another organization

That I **must** join, did you say?"

Smiling, the veteran answered,

"You misunderstood me quite.

High pressure is not our method,

Only those who wish unite."

"Oh! Oh!" Then the brand new teacher

Paused, speechless in her surprise,

A look of genuine wonder

In depths of her sparkling eyes.

Her voice returned. Her next questions:

"Don't you want a hundred per cent?

If so, how can you secure it?

I can't figure what you meant."

"Would you like to talk things over?"

The veteran teacher asked,

Her yearning to win a new convert

By a casual manner masked.

So the two sat down together—

Gray hair and bright hair of youth

Quite close in a friendly huddle,

While that young girl learned the truth.

First of all the gray-haired teacher

Discussed that "hundred per cent".

"We'd love it," she said, "But only—

Now get this just as it's meant—

Only when every teacher

In the length and breadth of our land

Receives and accepts our message,

And joins with us, heart and hand."

The veteran told the story

Of the birth of A.F.T.

How it early joined with labor,

How it loved democracy;

Lauded to the skies its courage,

Praised its wisdom and its worth;

To its high officials handed

All the virtues here on earth.

Eagerly the brand new teacher

Listened to each glowing word.

Then at last she burst out laughing,

"No high pressure? How absurd!

But you've won a willing convert—

I had no desire to flee—

Now I'd like to work forever

In the cause of A.F.T."

Washington Teachers Union, Local 27

GARNET-PATTERSON NIGHT SCHOOL FOR ADULTS

By R. A. Gillem

(Note—Mr. R. A. Gillem is one of the most public spirited teachers in Washington. He has given time and money, without any compensation, to test certain important legal questions of benefit to all teachers. He has published a valuable pamphlet of classroom aids in geography teaching. Mr. R. L. Alderman, United States authority on Adult Education, calls Mr Gillem's night school in Washington, a model of its kind.—M. M. Jones.)

Washington is a Mecca for Education. Special provisions for training youth and adult in all fields abound. Many citizens, however, do not realize these advantages until too late. But this is not true of the nine hundred and thirty earnest seekers for learning who assemble in the Garnet-Patterson Night School three times each week to sit at the feet of twenty-five specially trained teachers who have dedicated their lives to the social, moral, and educational uplift of the community.

The school plant is a model of its kind, having every modern equipment and facility. It has thirty classrooms, teachers' rest rooms, sick rooms, assembly hall, conference rooms, library and science laboratories, and the fullest equipment for physical education.

The courses outlined for adults are based upon the facts of their needs ascertained by careful research. The establishment of social activities play a most important part in this program. More intensive work on the minimum essentials of each grade make it possible for certain adults to be promoted at the end of each half year from Section A to section B.

Departmentalization of the work from grades 3 through 8, makes it possible for pupils to receive training each night in mathematics, English, and the social studies, whereas the old traditional type of organization requiring each teacher to teach all the three "R's" often failed in this. Grades one and two are for illiterates and those not sufficiently qualified to pursue the work of grades above as prescribed by the curriculum.

Domestic art classes are preparing prospective home makers and young women bent on saving on their clothes during these hard times.

Music plays an important part in this school. The class in music is limited to 80, but frequent assemblies require the use of all the voices in the school. Miss Virginia Williams, a member of Local 27, and Mr. Clyde Glass, both outstanding musicians have planned the course for adults with special emphasis upon Negro music. The latest methods are used and members of the neighborhood choirs have enrolled in large numbers, much to the improvement of the church music of the community.

To aid in the great national objective of the worthy use of leisure, clubs of many kinds have been formed. They meet every third week. The last hour of each Friday night is given to social development and character training activities. A very creditable school paper, *The Beacon*, has been issued and the thought and composition of articles by the pupils are of surprising merit.

In summarizing the value of this institution for the education of adults in the nation's capital, four educational experts, Dr. R. L. Alderman, Dr. Ambrose Caliver, Dean Dwight Holmes of Howard, and Miss Maude Aiton of the Americanization school, have characterized it as a model school, well planned to meet the conscious needs and interests of adults in moral, mental, and physical development.

AN ESTIMATE OF THE CHILD FROM NIGERIA

By Mary Mason Jones, President Local 27

Much valuable information about the African forbears of American Negroes is unearthed in the annual efforts to furnish valuable programs during the observance of Negro History Week in the public schools of Washington, D. C. The following race tradition from Nigeria was brought to my attention by Dr. T. Joseph Morford, for many years a missionary and educator in that valuable British Protectorate in West Africa.

Every birth is welcomed in a Nigerian home; each babe is the incarnation of an angel spirit, from among the myriads which hover about the earth. If a child die, it is because its earth

home has not been made sufficiently attractive; its reincarnation is desired and expected. Each child is in the course of its lifetime given four names, one of which is a secret, to be uttered only at the child's seventh birthday and at the time of its burial. Every one is kind to children, for in the presence of the Creator there always stands one oversoul to represent each little one on earth; any offense against a child, therefore, may subject the offender to grave punishment. Is not this like the words of The Great Teacher, "I tell you that in Heaven their angels do always behold the face of your Father?"

If America and Europe held such creeds would child labor and child privation exist?

Mary Mason Jones.

THE DITCH DIGGER

By Esther Popel, Local 27

"Poor devil!"—This they call you
As they stand, these lesser men
Who could not bear the strain
Of sweating toil and its monotony,
Watching the rhythmic swing
Of your strong arms and
Mighty, earth-daubed hands
That grip and guide
Your pick-axe up and down—
And down—and up—and down—
And up—and down—and
Up—and down—
To fashion from resistant earth
And rock—a cesspool! *The Crisis.*

A Little Country Discovers a Great Truth

By La Verne Garrett, Girls' High School, Atlanta

In this day of neat and relatively unrelated bundles of knowledge known in high school and college as "courses" for which one receives credits and from which, as Dr. Learned says, one eventually saves enough coupons to get a diploma, it is refreshing to find a country seeking and finding the real meaning of education—finding and using is so successfully that a real and vital transformation occurs in the life of the nation.

Neither a man nor a nation finds wisdom painlessly. Out of the travail of a crushed national spirit and a financially and politically desperate situation came the germ of the idea which was to transform prostrate Denmark into a self-respecting, self-sufficient, prosperous country.

Like the voice of one crying in the wilderness came the voice of a great man, Bishop Grundtvig, calling the people back to their own ancient culture, to their own folklore and their own epics. He sought to set their feet firmly in their heroic past and so to lead to a heroic future. He wished to accomplish this through schools of a new type, schools that should lay the foundation of national pride and of self education. His own school was a failure but he had dreamed a great dream and his faith was strong. Great ideas take root slowly. It was nineteen years before the first successful school was established. This

school was established in 1851 by a shoemaker, Kristen Kold. At last Bishop Grundtvig's idea had found one idealistic and patriotic enough to embody it and at the same time practical enough to set it firmly on its feet financially.

Kold proposed a two year course, designed to teach his pupils to love God, their neighbors and the fatherland. When asked for a program he proposed:

- (a) Great trends in human history
- (b) Great themes from Biblical history
- (c) The history of Christianity
- (d) The myths of the North and Danish history
- (e) Geography
- (f) Literature of Denmark
- (g) Songs and Singing, especially the heroic songs of the North.

There are now some sixty schools of this new type called the Peoples Highschools. They are independent of each other but all strive for the same ideals and are much alike.

They are not state schools but so valuable does the country find them that they receive substantial aid from the state without the slightest effort at state control.

They take as pupils young people who have had eight years of schooling and have been out of school four years. During these four years out of school they have lived in their communities

and have begun to ask questions of life. They come to the Peoples Highschool to find the answers.

The Peoples Highschools are called highschools because they deal with things of high concern in the life of the community. They are designed to develop personality and a sense of responsibility. The young men come for four or five months and the young women for two or three months each summer.

Here they find a school which helps them answer the questions about life and the world, so often ignored in other schools.

The only requirement for entrance is that the student be at least eighteen years old. The pupils get no grades, no credits, no diploma, but something infinitely better—inspiring glimpses of the great pageant of history, an appreciation for a rich community life and the rudiments of a self-developing and enlarging culture.

Each teacher gives but one lecture a day and so he has leisure for thought and development and for endless informal discussions with his pupils. These schools attract great teachers and the pupils profit by contact with great high minds. There is no rush, no strain, no hurry. The pupil has no assigned lessons, no required readings. He is even protected from too many lectures. He has leisure and inspiration for thinking and growing. He has contact with great minds in his teachers and to whatever extent he desires in the written records of other great minds. "A democracy," said Bishop Grundtvig, "has need of two kinds of schools since there are two fundamental

values, knowledge and intelligence. The Peoples Highschool is concerned with the latter." What a contrast to many schools in which we seem busy reading without thought, crowding in the ideas of others with never the leisure or the stamina to add one of our own, acquiring knowledge of an inexact sort without the intelligence to use it for any really worth while purpose!

Through the Peoples Highschools have passed 30% of the adults of Denmark and they have changed profoundly the community life. The state church has been largely replaced by a free religion, great cooperative schemes have increased the prosperity of the country and a real culture has developed in the small communities of the land. The Danish peasant prefers village life. His community is prosperous due to the leaven of modern science applied to farming and to the great cooperative schemes which he, as an intelligent and enlightened man, has been able to organize and use; but best of all it has real and satisfying cultural life to hold his sons and daughters on the land where they in turn are making Denmark one of the richest agricultural countries in the world. The Peoples Highschool has found the secret of directing the emotional energy of youth into the ideal of making a better Denmark.

American conditions are in many ways quite different from those of Denmark, but there is much to learn from the schools of this great little country of the real nature of education and the conditions under which it becomes functional in the life of a people.

Georgia Women

By Perle Bokritzky, Editor of Atlanta Teacher

Beginning with Lady Oglethorpe, the owner of Cranham Hall near Upminster, England, and the wife of Georgia's founder, the women of Georgia have played an important part in the development and history of the state.

There is no field of endeavor in which Georgia's women have not occupied prominent positions; there is no single phase of life in which they have not had contributing parts. Georgia women hold records of service to the nation, the state and to their communities.

The Martha Berry School near Rome, Georgia

was founded in 1902 in a log cabin with two pupils—a boy and a girl. Since that time it has grown into the greatest educational institution of its sort in the world and is constantly expanding to larger proportions. Miss Martha Berry, the founder of the school, has often been asked why she gave up her home of ease and comfort to work and live among the mountain people of North Georgia. Her answer, inspired with a heart full of love for the underprivileged boys and girls of her native state, has always been, "To try to make them useful and respected citizens." The

school has appealed to many of the most prominent men of the nation. Former President Theodore Roosevelt said after a visit to the Berry School, "This is one of the greatest practical works for American citizenship that has been done within this decade." Martha Berry has not failed in her magnanimous answer to the cry of her students, "Help me to be a man." She has succeeded in meeting the educational and industrial needs of the poor white country boys of the South; she has reached the children of the farmers and toilers, has taught them useful and remunerative trades and ways of making a living; she has helped to make mountain people independent, thrifty, and self respecting.

The first woman in the history of the republic to be sworn in as a member of the United States Senate was a Georgia woman. Mrs. Rebecca Latimer Felton, Georgia's "Grand Old Lady" was appointed by Governor Thomas W. Hardwick to fill the vacancy occasioned by the death of Senator Thomas E. Watson. After occupying the seat for two days she gave way to Senator Walter F. George who has been elected to the unexpired term. She grew up in an era when women were homemakers only, but lived to see woman suffrage an accomplished fact. Mrs. Felton managed her husband's campaign for a place in the United States Legislature in 1874 and served as his secretary during his term of office. At a meeting of the W. C. T. U. in Macon in 1886 she made her first public speech, speaking against the system of herding women convicts with the men prisoners and against the leasing of convicts. Mrs. Felton's breadth of vision was discernable in the fact that she considered her appointment to the Senate a tribute to the women of Georgia and of the nation, and not a personal triumph.

No Georgian ever carried the literary fame of the state more nearly to the four corners of the earth than has Mrs. Cora White Harris. She shares with Joel Chandler Harris—to whom, by the way, she is in no wise related—distinct preeminence in the world of literary achievement. From her vine-covered retreat at Rydal up in the north Georgia foothills, Mrs. Harris once wrote a terse and tonic paragraph to a sophomore in journalism, who had asked for the secret of her trenchant style. It read like this: "Learn to

halt quickly at your periods with the snap of your idea putting its foot down so that even the mind of a fool can feel its print. Avoid the weakest of all fluids, the facility of expression. People who have it never have anything else. Love words. Use them reverently and sparingly. Take infinite pains to fit them to your thought. Avoid passive verbs and get one good adjective rather than three poor ones to make draperies for your ideas. I do not ask your pardon for giving you this advice. I am old enough to do it, and I like to see you young ones succeed."

Gladys Hanson (Snook), one of the foremost actresses of our day, is a Georgia woman. Her home is in Atlanta though she is at present living in New York where she is pursuing her very successful stage career. She is esteemed as a gifted and dependable actress and her praises are sounded by the dramatic critics of the American stage.

The originator of our "Poppy Day" is a Georgia woman. This day is observed annually throughout the United States in memory of those who died on Flanders Field. The seeds of Miss Moina Michael's patriotic love and devotion in memory of America's dead and wounded which she planted in the hearts of the American Legion are not only responsible for our beautiful symbol of "valor in war" but each year net millions of dollars for the relief of disabled soldiers in America and around the world. Miss Michael is a resident of Athens and is prominent in the educational life of the state.

Mildred Lewis Rutherford, affectionately known as "Miss Millie" by her fellow Georgians, was an authority on Southern historical topics and devoted herself for years to searching and recording the truth thereof, particularly as it appertained to the Confederate States. She was born in Athens, Georgia, and was the state historian for the Georgia Division of the U. D. C. and was historian general for the Confederate Memorial Association. Her contributions in writing to the historical annals of the South make her a prominent figure in the world of letters.

Mary Brent Whiteside, one of Georgia's famous women poets, was born at Shelbyville, Tenn. but moved to Atlanta in her early childhood. Her exquisite poetry with its transcendent

beauty and simplicity of charm is read on both sides of the Atlantic. Miss Whiteside has been the recipient of many prizes though she rarely competes. "A Ballad of Tiberius" shared the international prize offered by the Poetry Review of London. The Poetry Society of Virginia awarded to her the sonnet prize for 1927 for her poem "Again Sappho." The Sterling Memorial prize, was awarded for her "Junkman of the World" offered through the International Order of Bookfellows in 1928, and "Westminster Abbey" received third prize for a Cathedral poem offered through the Poetry Review of London. Further proof of the quality of her distinguished contributions to literature may be sought in the fact that Miss Whiteside holds prominent offices in the literary societies to which she belongs and has been singularly honored both in America and in England.

Miss Laura Mays, a designer and a business woman who lives in Marietta, Georgia, can boast of clients who come from all over America and from many nations abroad. There is no other woman in the South who is conducting a business in any way comparable with hers. She is noted for her gorgeous creations for women and has displayed her designs in New York with such artists as Chanel and Patou.

Isa Glenn (Mrs. S. J. Bayard Schindel) whose home is now in New York is a Georgia author and writer. She has achieved great distinction in American literature. Highly praised books from her pen are "Heat", "Little Pitchers", and "Southern Charm", all novels. Besides these

literary accomplishments Miss Glenn has contributed to Scribner's, to Pictorial Review and to other well known publications.

Her interest in education, history and art has been a source of great pleasure to Mrs. Elizabeth Miller Bullard of Savannah and a source of much benefit to those whom her work has touched. To the Georgia Historical Society, the Telfair Academy of Arts and Sciences and the Savannah Public Library she has given untiring interest. The preservation of the Telfair furniture and the restorations of the old kitchens as they were in former days in the Telfair home and the repairing and rebuilding of 200 volumes of Georgia newspapers dating back to 1774 for the Georgia Historical Society, have been accomplished through her thought and liberal aid.

Bobby Jones is not the only golf champion that Georgia has given to the sports world. Mrs. Alexa Stirling Fraser, now of Canada, is one of the five women who have won the United States championship three times. She is also known as the supreme stylist of the golf links.

Miss Eda Elizabeth Bartholomew of Atlanta is well known and highly regarded in practically every educational establishment in the United States which devotes any of its activities to the study of the organ. She studied music at the Royal Conservatory of Music in Leipsic and graduated with distinction. She has been the central figure of numerous recitals and concerts.

Georgia is justly proud of the noted women who have brought laurels to her door!

Teacher Credit and Loans

By H. S. Bechtolt, Local 2, Chairman A.F.T. Committee on Teacher Credit and Loans

PART III

Yes, the Credit Union ferment is working! In the past month came a query by air-mail from California asking for details about Credit Union organization. From Savannah, Georgia, have arrived most encouraging accounts of organization and progress. Memphis is right now in the process of starting operations. Our own Union Teachers Credit Union here in Chicago, altho only a couple of months old, has enlisted support of a very sizeable group. But we are finding

that we have need of far greater enlistments, if we are to care for applications for loans. It is the history of most Credit Unions that it takes some time for folks to become conscious of what it is all about, teachers with all their intelligence being no exception to that rule.

But it is just because of our conviction that teachers need even further enlightenment on this subject, that we have asked for the chance to add this month another installment, in the hope that other teacher groups may be impelled to organize credit unions. We have appealed to

the Credit Union National Extension Bureau, 5 Park Square, Boston, to supply us with as much information as possible regarding the progress made by the movement among teachers throughout the country. This information we hope to have available for the national convention of A. F. of T. this summer.

With salary payments temporarily suspended here in Chicago due to financial difficulties in the city government, the subject of this series of articles becomes most vital locally. There is no doubt that a large number of Chicago teachers will be forced to resort again to the small loan fraternity, either because they do not belong to a credit union, or because present teacher credit union facilities in Chicago are still quite inadequate to cope successfully with the present crisis. Thus it seems timely to examine further the difference between what credit unions may do for needy teachers and the treatment they secure at the hands of the commercial money-lenders.

THE PEOPLE'S BUSINESS presents some background material under the caption, "Legalizing 42% Interest for the Poor," from which we are taking the liberty of making extended quotation as follows:

"John Maynard Keynes, internationally known economist, in a continent-to-continent radio broadcast April 11, declared that the present world business depression may be stretched out indefinitely, and go from worse to worse, unless the interest charge for capital is lowered, on long as well as short loans.

"This declaration, made in the hope of avoiding a world cataclysm, finds a movement on foot in the United States to repeal the laws against usury (so far as they protect the poor) and to legalize 42% per annum interest on loans of \$300 or less.

"The headquarters of the movement are in the National Capital. The innocent-sounding name on its door is American Association of Personal Finance Companies.

"This association is composed of about 1,000 money-lenders selected from the loan shark class. It is the most powerful aggregation of the kind in the world. It is infused with the crusading spirit. Its executive officer is referred to as 'general, commanding the entire army.' Already its members (some of them nation-wide chains)

are lending upwards of \$500,000,000 a year at 42% interest or thereabouts, with negligible losses. Its clientele (more than a million American families), kept in almost perpetual financial peonage, may be likened to the tenants of the notorious Irish rack-renting landlords whose motto was 'The best rent than can be obtained without a fine'. In view of its practices and its legally protected monopolistic privileges it is sometimes called the Loan Shark Trust.

"The movement or crusade began in 1916 at a conference called by the Russell Sage Foundation. It is alleged that W. Frank Persons, now executive vice president of the association at a salary reputed to be \$25,000, inspired the Foundation with the idea. At this conference the Magna Charta of the 42% money-lenders (called the Uniform Small Loan Law) was drawn up and agreed to. It is a masterpiece for disarming the superficial friends of the poor whose consciences cease from troubling when assured that poor borrowers are to be devoured by uniform legality. The Russell Sage Foundation fraternally agreed to sponsor the movement.

"What has happened during the past 15 years? At a great gathering of the Forty-two Percenters held last summer in the palatial quarters of the U. S. Chamber of Commerce in Washington an interested speaker said: 'The Russell Sage Foundation, armed with theory rather than experience but sustained by the genuine crusading spirit, had the Uniform Act passed in more than a score of states.'

"If the way of salvation for America's tragically poor is extortionate legal interest, social progress is certainly being made. We are well on the way. But this is too serious a matter to joke about. Publicity policy with regard to usury is based on the sound judgment of mankind formed in the light of bitter experience.

"Is there no relief to the black picture of the progress of the usury crusade in the United States? Fortunately, there is. The speaker above quoted ventured to put these questions to his fellow crusaders: 'Could you today pass the Act in twenty more states? Aren't you rather on the defensive?' What he had in mind was that in 1929 not a single one of the seven state legislatures attacked by the crusaders was captured. Also that in nine states already captured fights

were staged resulting in several instances in reducing the interest rate.

"With the view of recovering lost prestige, the crusaders have made a determined drive on Congress during the past two sessions to get their usurious Uniform Small Loan Law adopted for the District of Columbia. It was incorporated in the Bowman Bill. According to their custom, nothing that propaganda or lobbying could do was left undone. Congressional proprieties were knocked into a cocked hat. Finally they got their bill reported out favorably by committees in both House and Senate. With what result? The moment it came up for consideration the real friends of the poor borrower in both House and Senate put to rout the sponsors of this camouflaged measure to legalize the robbery of the poor by the self-glorified loan sharks in the Nation's Capital. Congressman LaGuardia led the fight in the House. In the Senate it was led by Senator Blaine who, when Governor of Wisconsin, had twice vetoed a similar bill. What they said about the bill even satisfied the People's Legislative Service, which has been steadily at the front in the fight against it.

"No doubt the usury crusaders will make another try of it at the next session of Congress. In the meantime they are assaulting such of the uncaptured state legislatures as are in session this year."

To present a rather different angle to this matter of usurious rates, we are taking the liberty of quoting from "Credit Union" by Roy F. Bergengren, who is undoubtedly the man best qualified to speak on the subject in America and whose book costing \$1.25 from the aforementioned Boston address has already been highly commended to all teachers.

"The credit union is geared to take care of this credit problem of the masses of the people at fair rates of interest in effective and scientific fashion, and is the most practical and constructive agency as yet devised to eliminate eventually the private money-lender preying on workers and small farmers at usurious rates of interest.

"In this connection it must be remembered that Tacitus wrote about usury; that both Testaments of the Bible have reference to it; that the literature of every land sufficiently civilized to have a literature notes in some place and in some form

the curse of usury. No greater evil has man ever wrought upon himself than the exaction of usurious interest from his neighbor.

"This is the primary present-day problem with which the credit union has to do. The justification of the Uniform Small Loans Law is that the rate is the lowest at which the private lender can operate at a fair profit; that the alternative (to a regulated 42%) is an unregulated rate as usurious as to make 42% seem fair and equitable.

"There is much to be said for the Uniform Small Loans Law. It has been very properly espoused by the Russell Sage Foundation (where it originated) as a humanitarian, social service measure for over 15 years, and the Foundation has been primarily responsible for its enactment in one form or another, in the states where it is now operative. The law has had an important bearing on the problem; it has doubtless curbed and restrained usury. The Uniform Small Loans Law is the alleviative of a serious problem, of which the credit union is the permanent solution."

So it would seem that as long as teachers or any similar group lack the necessary social consciousness to avail themselves of this credit union instrument to solve their credit and loan problems, they really should be grateful that many resort to agencies no more usurious than are those operating under the Uniform Small Loans Law. And similarly, it would seem that only the supporters of the credit union movement should consistently assail the legalized loan operators.

And now a final word to the readers of the AMERICAN TEACHER all over the land. Remember, you can greatly assist the writer of these articles if you will inform him regarding the teacher credit and loan situation in your own localities, so that he may have this data for use at the convention this summer. And don't forget this! Last year nearly 1,000 banks failed in our country, while such a thing as a credit union failure is practically unknown in the history of the movement either here or elsewhere! If this study has stimulated any of our readers to the interest in the whole cooperative movement which its importance deserves, then the writer feels amply rewarded.

SEE YOU AT THE CONVENTION!

BOOKS

*"There is no frigate like a book
To bear us lands away."*

—Emily Dickinson.

CLASS SIZE IN HIGH SCHOOL ENGLISH—METHODS AND RESULTS. By Dora V. Smith. University of Minnesota Press, Minneapolis. 295 pp. \$2.50.

This exhaustive study of experiments made to test the effects of class size on pupil achievement and development should be given very thoughtful consideration by all interested in the well-being of our schools and our school children. It is well known that the cost of education is increasing, it is also known by those in direct contact with the public schools that this increasing cost is being met very generally by increasing the size of classes. These experiments have been made because of the recognized need of ascertaining the desirability of this method of reducing class cost by increasing class size.

The author first shows the widespread condition as to the large class at present. The maximum number of pupils per teacher occurs in the grades, the average for cities reporting being 43.6 pupils per teacher. In the Junior High an average of 32.9 pupils is found with an average maximum amounting to 39.40 pupils. The smallest number is reported from the senior high schools, an average of 27.44 pupils per teacher. Some forty studies relative to the results of large classes on pupil growth have been investigated, the methods are explained, and the results tabulated.

In comparing results in ordinary class rooms the author found no connection between percentage of pupils promoted and size of classes. Many of the experiments were made with the large and small classes paired as to chronological age, sex and achievement of pupils. The subject matter given was the same and attempts were made to suit instruction to size of class. In some experiments the same teacher taught one large and one small class. The author's investigations covered all grades and many subjects. She summarized the results of the findings generally in the following statement: "The measurable results of instruction bear little observ-

able relationship to the size of the class in which the pupil is taught. Progress of pupils in large and small classes seems to be independent of the method of instruction used. . . . Few experimenters have concerned themselves with educational outcomes other than those measurable by objective examinations. . . . Practically no evidence exists as to the effect of increasing size upon average teacher load. Further investigation of administrative devices and more economical handling of paper corrections is essential before generalization can be attempted concerning the strains upon the teacher occasioned by an increase in class size."

Following the report upon the investigation of experiments made in various parts of the United States the author gives detailed information of an experiment carried on in the ninth grade of English work in the University high school in the University of Minnesota in the years 1925-26 and 1926-27. The conditions and pupils in the classes to be studied were paired and almost stenographic account was taken of pupil participation, the attitude of both teacher and pupil, time consumed in routine business, and so on. Part of the aim of the experiment was to devise efficient methods of handling large groups of students. Standardized tests were frequently used and the results showed that "the efficiency of instruction was independent of the size of class in grammar, punctuation, capitalization and composition exclusive of letter writing. The small classes were definitely superior in letter writing and in library methods. Large classes were decidedly advantageous for progress in spelling, increase of vocabulary, knowledge of literature, general spirit and enthusiasm."

The technique of instruction developed to handle the large classes included division of the classes into a number of groups, each with a bright pupil as leader who was to help with the routine work of taking attendance, collecting and checking home work of his group. Very careful planning preceded the lesson and detailed instructions were given for advance lessons. Later when the time for drill or group discussion arrived the classes broke up into groups each under its leader and proceeded to group drill on grammar lessons or discussions of compositions read aloud in the groups. The teacher moved from

group to group settling questions beyond the grasp of the leaders. Later on class grammar tests were given or essays chosen by the separate groups were read aloud to the whole class.

The observers in reporting on the two years experiment indicate that the discipline problem may be a serious one in a large class, the large class being noisier though more enthusiastic.

This book on Class Size is an exceedingly stimulating and vital one. Members of the American Federation of Teachers will be extremely interested in studies which should be made as to the effect of large classes on the educational outcomes other than those which can be tested by objective tests, for these other outcomes seem to them the really vital ones. Also, they will want more conclusive evidence concerning the effect in increased strain on the teacher of increase in pupil load.

The author reports that the experience of many investigators is opposed to the opinion that large classes are more tiring to the teacher than small ones. The author also claims that scientific evidence now available seems to be to the effect that teachers can teach large classes with the same zest and inspiration and efficiency as small ones. Chicago teachers who are in the habit of handling five or six large classes are a unit in declaring that there is much more fatigue attending the teaching of the large class. The Chicago High School Teachers Council, during its short existence, worked strenuously against factoryizing education. Chicago teachers who have had to consult doctors or attend sanitariums in pursuit of health have reported these authorities as agreeing on the evil effect of mass education on the teacher. Again the author states that the effect of teacher load on paper correction in large classes is a matter of purely mathematical calculation, that because of the effect of momentum and practice it takes not quite two and a half times as long to correct fifty papers as to correct twenty. Such a statement is absolutely contradicted by all studies of fatigue and the worker. Today in many industrial lines the day has been, or is being, shortened with the result that more and better articles are produced. The worker is less fatigued and makes fewer mistakes. The concentrated mental effort, such

as is used in marking papers, is extremely fatiguing as every teacher knows. However, this author makes no reference to any investigations as to fatigue on brain workers and its result on their work.

Another problem unnoticed in this study of the relation of teacher to her pupil is the situation in which many teachers find themselves today in handling pupils of diverse nationalities each with his own critical and peculiar home situation. To help such pupils adapt themselves to the complexity of modern life, to function successfully there and at the same time be a satisfactory member of a home, requires that the teacher have time to know the home life and its particular problems and to discuss these sympathetically with the pupil. Miss Lea Taylor of Chicago Commons said recently that social workers oppose the mass school and class because it complicates life so much for the children of the foreign born.

The cost of education is increasing and will have to increase *more*, but much of this increase is due to the fact that the schools are operating in an increasingly complex society, and that on them rests the responsibility of preparing children for life in this more complex social and economic system. Along with this study of whether a child can be taught spelling and grammar as efficiently in a large class as in a small one, careful consideration should be made as to whether he can as well be fitted for life under modern conditions.

—Marian C. Lyons.

LABOR AND THE SHERMAN ACT. By Edward Berman. Pp. 332. Harper & Bros., New York. \$3.00.

Nothing can interest Labor and its friends more than the law relating to what trade unions may do and the manner in which that law is interpreted and applied by the courts. They will, therefore, heartily welcome Professor Berman's excellent and timely book on *Labor and the Sherman Act*. It should be read along with such books as that by Frankfurter and Greene on *The Labor Injunction*, by union leaders, legislators, attorneys, and judges, as well as by students of the labor movement, such as the writer of this review.

Labor and the Sherman Act is divided into three parts. Part I deals with the Intent of Congress when enacting the law. This is of more than usual historical interest, for on more than one occasion the federal courts have emphasized the view that Congress intended that the measure should cover labor organizations as well as industrial combinations. Upon thorough examination of all the available evidence, however, Professor Berman arrives at the contrary view—the view that Mr. Gompers always took. Professor Berman's analyses and conclusions are a valuable corrective of accounts given by such writers as Mason in his volume on *Organized Labor and the Law*.

In Part II are surveyed all of the leading labor cases in which the Sherman Act, both before and after revised through the Clayton Act, has been applied in strike and boycott situations. Indeed, Professor Berman does more; he analyzes each case and its reasoning in a manner entirely satisfactory to the reviewer. He makes clear how the Supreme Court made the boycott restrainable and actionable in the famous *Danbury Hatters' Case*; how the constitutional right of free speech was limited by property right in the *Buck's Stove Case*; how the doctrine of proximity or immediacy of interest was developed in the *Duplex and Bedford Cut Stone Cases*; how Chief Justice Taft laid down the English *Taff-Vale* doctrine of union pecuniary responsibility in the first *Coronado Case*; how in the *Brim's Case* the ban was placed on the union's refusal to use non-union materials when interstate commerce is involved; how in the *Hitchman Case* the yellow dog contract came to be a contract at law rather than a mere description of an employment device used by anti-union firms to hinder and prevent organization of the workers; and how, in the *Red Jacket Case*, Judge Parker took an additional step to place a ban on the strike when it was effective enough to curtail the quantity of non-union goods crossing state lines and entering into interstate commerce. He also makes clear how, contrary to the hopes and views of Mr. Gompers and labor leaders generally, the Clayton Act was interpreted into a gold brick or something less.

An outstanding thing in Part III, Analysis and Conclusions, is in showing that what the law has

been and is has depended and continues to depend very much, on the social and economic views of the courts. From the same facts, Justice Brandeis or Justice Holmes has frequently arrived at an application of the law quite different from the application made by Justice Pitney and other judges most frequently constituting a majority on the Supreme Bench.

Another point effectively made by Professor Berman is that while the Supreme Court has read the "rule of reason" into its decisions in the *American Tobacco*, the *United States Steel*, and other cases involving industrial combinations, it has failed to see the whole situation in proper social and economic perspective and has, therefore, failed to read the "rule of reason" into important labor cases. His plea is that the courts should see the entire situation in labor cases, place proper emphasis on ultimate objectives and mere incidental results, and apply the "rule of reason."

The only criticism the reviewer is inclined to make of Professor Berman is of this plea. Of course there will always be some necessity for applying such rule of reason as judges have, but as little room as possible for this should be left by enacting laws with adequate definition and detail set out in plain language. After all, it is the business of Congress, not of the Supreme Court, to declare what shall be regarded as good public policy. The reviewer wishes Professor Berman had written a chapter addressing himself to the provisions of the bill developed by the Sub-Committee of the Senate Committee on the Judiciary.

H. A. Millis.

CORRECTION

The price of *YOUR JOB AND YOUR PAY*, by Katherine H. Pollak and Tom Tippet, reviewed in the May issue, was incorrectly listed as 50 cents for the paper bound edition. The paper edition is \$1.00 per single copy; 85 cents per copy for 5-10 copies, and 75 cents per copy for over 10. This edition is available *only* from Brookwood Labor College, Katonah, N. Y.

The cloth edition sells for \$2.00 per copy, and may be ordered through Brookwood or the Vanguard Press, 100 Fifth Avenue, New York.

Local News

SAN FRANCISCO LOCAL 61

On April 25, Local 61, the San Francisco Federation of Teachers, celebrated its twelfth anniversary. At the time it honored Miss Marcella Glazier, Financial Secretary, who for a number of years has held this office with utmost efficiency. Miss Glazier expects to retire at the end of the current school year.

Dr. F. W. Hart of the University of California was the principal speaker. Dr. Hart, with his colleague, Dr. Peterson, made a salary survey for the San Francisco teachers two years ago. He is now engaged with the Taxpayers League on a survey of the Pasadena schools. In combating the proposal of the League against salary increases, Dr. Hart, always a friend of the teacher, has proposed a scheme whereby salaries once established on a professional basis would automatically adjust themselves to changing economic conditions.

Dr. Hart outlined his plan briefly and asked for reaction. An open forum resulted in which many took part. Comment at the time and since have been most favorable. We hope soon with Dr. Hart's consent to give his plan in detail through the medium of the *AMERICAN TEACHER*.

G. M. KLINGNER,
Secretary.

PORTLAND OREGON LOCAL 111

It seems odd that long established organizations for teachers may move along in a deeply-beaten groove unchallenged as to worth-while accomplishments. But a group whose opinions are even faintly tinged with the iconoclastic must justify its existence with a list of obvious and instant improvements. "Just what *has* the Union *done*?" Voice and brow always register the admirable trait of investigation before rendering judgment. And, indeed, a survey of the tangible results of our unionization may not, to the outsider, loom large.

The addition of seven members, all superior teachers; interested observation of legislation, with our desire, on occasions, telegraphed or written to legislators; contributions sent the Danville strikers; a definite campaign for sabbatical leave brewing; luncheon talks by Mr. Paul Blanchard on democracy and the machine age,

by Miss Bowman on her personal impressions of Russia's five year plan, by Oregon's A. F. of L. secretary, Mr. Ben Osborne, on sidelights at the last legislature; the recognition, by our Board of Education, of a member of the Teachers' Union as a very desirable delegate to the state convention of the A. F. L.—these are some of year's accomplishments.

Moreover, the value of the Union is measured even more accurately by that intangible ministry it renders the Spirit.

BELLE TENNANT,
National Correspondent.

COMMONWEALTH LOCAL 194

Dr. William E. Zeuch, Director of Commonwealth College, will be absent from the college about a year, beginning September next. The time will be spent travelling and studying on a Simon Guggenheim Memorial Fellowship, recently awarded. Dr. Zeuch's itinerary as planned, includes England, the Scandinavian countries, Belgium, Germany, Russia, France, Spain, and Italy. He expects to visit many resident workers' schools, and will carry on investigations pertaining to the origin, history, curriculum, government, sources of income, relation to organized labor, and educational ideals of these institutions.

Mr. Lucien Koch, Director-elect of Commonwealth College, will take over his new duties shortly before Dr. Zeuch's departure for Europe. Mr. Koch is a native of Oregon, and spent his first sixteen years in a rural, semi-pioneer community of that state. At the age of sixteen he entered Commonwealth College and remained five years as a student. As a student-teacher during his closing year at Commonwealth he handled the subject of Introductory Economics. He then entered the economics department of the Graduate School of Wisconsin for two years of study, principally under Dr. John R. Commons and Dr. Selig Perlman. There he has made a very high record, and during the academic year just closing has been an advisory instructor in the Experimental College. At the early age of twenty-three, Mr. Koch presents a combination of intellectual ability, executive capacity, practical background in hard work, and proficiency in skilled labor, which carries great promise of success in his new and difficult task as Director of Commonwealth College.

Other facts have a more pertinent bearing on Mr. Koch's connections with the Teachers Union. He has been in continuous membership since 1928, first joining Commonwealth Local 194. While a member at Commonwealth he represented the local at the convention of the Arkansas State Federation of Labor. At present he represents the University of Wisconsin local in the Central Trades and Labor Assembly of Madison.

EARL C. HAMILTON *Secretary*

GREEN BAY, WISCONSIN, LOCAL 233

The Green Bay Teachers Union Local 233 has completed its organization and is increasing its membership. A live membership committee is functioning.

The affiliation of the local with the Green Bay Trades Council was made the occasion of special welcome and congratulation.

The local and the Trades Council have endorsed the state Tenure Bill and notified their representatives at Madison of their action.

The officers of the Union are L. H. Wochos, president; Florence Fell, vice-president; George E. Klak, secretary-treasurer.

GEORGE E. KLAKE *Secretary*

NEW YORK LOCAL 5

The New York public schools are in for an investigation at the hands of a legislative investigation committee. As might be expected Local 5 will have part in preparing the case for the prosecution of a Tammanyized school system. This work will be done in cooperation with the City Affairs Committee of which Dr. John Haynes Holmes of the Community Church, New York, is Chairman. The City Affairs Committee represents in a significant way the new and effective interest of persons not primarily in politics in the management of our cities. It seems to us in Local 5 that teachers belong with such committees, and should do their part in protecting the schools against the selfish uses made of them by partisan politicians. It seems to us also that those teachers who refuse to enter public affairs when the schools need their support are very much the same breed as those who refuse to join a teachers' union in the belief that such action would be unprofessional.

HENRY R. LINVILLE, *President*.

News of Our Members

Miss Helen Lochrie, a member of Local 52 and teacher of dramatic art at South Side High School, has left the schoolroom for the field of professional broadcasting. She has signed a contract with NBC and is at present in Chicago where her skit, "Adam and Eva", goes on the air daily.

Miss Eleanor Richmond of Local 52, a teacher at Humes High School, delivered a splendid address on "The Teaching of English" at the Tennessee State Teachers' convention held in Nashville April 2-4.

Lillian Herstein, Local 3, is delivering a course of six lectures on Recent Trends in American Labor before the Jewish People's Institute of Chicago.

Miss Herstein was also one of the three speakers at the 1931 Institute on Cultural Conflict held April 21, 22 and 23 at the University of Wisconsin.

Professor William Orton of Smith College, president of Local 230 has an article entitled "Unscrambling the Ether" in the April 16th number of Education by Radio.

Dr. Mark A. May, professor of educational psychology, has been appointed on a committee of the Institute of Human Relations of Yale University which will make a study of human problems in industry.

Allie B. Mann, president of Local 89, was the Chairman of the Committee on Education of the Georgia Federation of Labor when it met in Convention the week of April 13th.

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Congress Hotel, Chicago, Illinois

June 29-July 3, 1931

Theme—A. F. T. Slogan, "Education for Democracy"—Representative Government in School and Society

AGENDA

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|--|---|
| <p>I. Organization of Teachers</p> <p>II. "The Children's Charter"</p> <p>a. Employment of Children and Young People</p> <p>b. Part-time Schools</p> <p>c. Size of Classes</p> <p>III. Teacher Contract System and Tenure</p> <p>a. Seattle</p> <p>b. 1931 Tenure Legislation</p> <p>c. Married Women Teachers</p> <p>d. Teacher Certification</p> <p>IV. Unemployment, General and Special</p> <p>a. Class Teachers in Excess of Classes</p> <p>b. Placement Bureau</p> | <p>V. Social Agencies</p> <p>a. Credit and Loans</p> <p>b. Group Insurance</p> <p>VI. School Finance</p> <p>VII. Social Policy of the American Federation of Teachers</p> <p>VIII. Educational Policy and the Crime Situation in Municipalities</p> <p>IX. Program of Action</p> <p>a. Revised Program of Action of 1925</p> <p>b. Special Program of Action for College Teachers</p> |
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Monday, June 29, 1931

10:00 A. M. and 2:00 P. M.—Executive Council Meeting

Tuesday, June 30, 1931

10:00 A. M.—Addresses of Welcome

Presidents of Chicago Locals, 2, 3, 199, 209 and 224

Agnes Nestor, President, Chicago Women's Trade Union League

Wiley W. Mills, President, Liberal Club

Rose A. Pesta, Assistant Superintendent, Chicago Public Schools

Address—Freedom of the Air—E. N. Nockels, Secretary, Chicago Federation of Labor

President's Address—Miss Barker

Report of Secretary-Treasurer—Mrs. Hanson

Report of Legislative Representative—Miss Borchardt

Adoption of Rules

Appointment of Committees

12:45 P. M.—Get-Acquainted Luncheon

Address—A New Goal in Education—Fred Atkins Moore, Executive Director, Adult Education Council of Chicago

2:00 P. M.—Seattle and Yellow Dog Contracts—W. B. Satterthwaite, Seattle Local 200

Tenure—Pennsylvania—Barbara C. McGlynn, Wilkes-Barre Local 211

Wisconsin—Ira D. Pilliard, Milwaukee Local 212

California—C. A. Davis, San Francisco Local 61.

Committee Meetings

Wednesday, July 1, 1931

9:30 A. M.—Organization—F. C. Hanson

Southern Organization—Allie B. Mann, Atlanta Local 89

School Finance—C. L. Vestal, Chicago Local 2

Credit Unions—H. S. Bechtolt, Chicago Local 2; Mary McGough, St. Paul Local 28

2:00 P. M.—Address—Mass Education—Frank E. Baker, President, Milwaukee State Normal College

General Disarmament Conference—Laura Puffer Morgan, Assoc. Sec., N. C. P. W.

International Relations—Selma M. Borchardt, Legislative Representative, Washington Local 8

Education Committee—Lucie H. Schacht, Chicago Local 3

Size of Classes—Florence E. Clark, Chicago Local 3

Local Reports

Nomination of Officers

7:00 P. M.—Banquet—Congress Hotel

Addresses—

School Legislation—Reuben Soderstrom, President, Illinois State Federation of Labor

Financing Our Schools—Mrs. W. S. Hefferan, Chicago Board of Education

Industry and Social Progress—Professor Edward Berman, University of Illinois

Our Economic Crisis—John P. Frey, Metal Trades Dept., A. F. L. Representing President

William Green

Thursday, July 2, 1931

9:30 A. M.—Group Insurance—Vera Reynolds, Florence Rood, Vice President, St. Paul Local 28

Academic Freedom—Henry R. Linville, Vice President; President, New York Local 5

Policies Committee

Local Reports

12:45 P. M.—Luncheon

Address—Unemployment—Professor Jerome Davis, Yale University

2:30 P. M.—Resolutions Committee

Local Reports

Election of Officers

Excursion and Entertainment

Friday, July 3, 1931

9:30 A. M.—Legislative Committee

Local Reports

2:00 P. M.—Executive Council Meeting

Junior-Senior High School Clearing House

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Volume V consists of the following numbers:

No. 1. Advisement and Guidance

Chairman: RICHARD D. ALLEN, Assistant Superintendent of Schools, Providence, Rhode Island.
James M. Glass Margaret Alltucker Norton
William M. Proctor

No. 2. Miscellaneous Problems

Chairman: PHILIP W. L. COX, Professor of Secondary Education, School of Education, New York University.
W. E. Hawley Paul S. Lomax
Arthur D. Whitman Forrest E. Long

No. 3. Athletics

Chairman: H. H. RYAN, Principal, University High School, University of Wisconsin, Madison, Wisconsin.
Merle Prunty A. G. Oosterhous
S. O. Rorem

No. 4. Visual Education.

Chairman: RALPH E. PICKETT, Professor of Vocational Education, School of Education, New York University.
Dorothy I. Mulgrave John H. Shaver
Jay B. Nash

No. 5. The Adolescent.

Chairman: JOHN RUFF, Professor of Education, University of Missouri, Columbia, Missouri.
Calvin O. Davis Charles Forrest Allen
W. C. Reavis Earle U. Rugg

No. 6. Mathematics.

Chairman: JOHN R. CLARK, Lincoln School of Teachers College, Columbia University.
Philip W. L. Cox J. Andrew Drushel
Charles J. Pieper John L. Tildsley

No. 7. Clubs

Chairman: F. T. SPAULDING, Graduate School of Education, Harvard University, Cambridge, Massachusetts.
Charles Forrest Allen Elbert K. Fretwell
Joseph Roemer

No. 8. Creative Arts

Chairman: ARTHUR M. SEYBOLD, Principal, Thomas Jefferson Junior High School, Cleveland, Ohio.
L. H. Bugbee Howard R. Driggs
Vincent Jones Robert A. Kissack
Hughes Mearns

No. 9. Promotions and Graduations

Chairman: HARRISON H. VAN COTT, Supervisor of Junior High Schools, State Department of Education, Albany, New York.
W. H. Bristow Ernest L. Butterfield

No. 10. Wholesome Living

Chairman: WILLIS L. UHL, Dean, School of Education, University of Washington, Seattle, Washington.
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